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Student government in the junior high schools of Kansas

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STUDENT GOVERNMENT
In The
JUNIOR HIGH SCHOOLS
of
KANSAS

By
Ralph W. Hogan

Presented in Partial Fulfillment of the
Requirement for the Degree of
Master of Arts.

State University of Montana
1931

Approved:


Chairman of Examining Committee


Chairman of Graduate Committee

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Foreword

This thesis was undertaken because the writer is vitally interested in the question here discussed. Believing that student government has value as an educational device, it is hoped that this discussion will be valuable to others who are or who might become interested in student government.

The facts have been presented as they were found and it is hoped that no conclusion has been drawn that will in any way be misleading to any one wishing to give student government a trial.

An acknowledgment is made for the invaluable help given so willingly by Freeman Daughters, Dean of the School of Education, at Montana University. His advice, criticisms, and suggestions have been greatly appreciated.

It is desired to thank the junior high school principals of Kansas for answering the questionnaire in detail and for sending copies of plans of student government that are now in use.

The two books that have been the most value in this study are "Tomorrow's Americans" by Bowden and Clark, and "Supervising Extra-Curricular Activities" by Terry. The Self-Government Committee of 2, Wall St., New York, sent much useful information on this subject.

It is hoped that superintendents and principals, who have

under consideration the introduction of some measure of student government, will find some helpful suggestions in this study.

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Chapter I

Introduction

For a number of years the writer has been interested in the subject of this thesis. This interest grew out of a number of more or less successful attempts to use some type of student government. These first attempts were of doubtful success because there was a lack of a fundamental knowledge of the elements that make successful student government.

History of Student Government

Upon studying the question, it was found that student government is no new thing. It had its beginnings in Ancient Greece and has been used in European Colleges as early as 1383 A.D.¹

The following are some of the important dates in the development of student government in various schools:

<u>Date</u>	<u>In European Schools</u>
1383	A system outlined at Winchester College. Selected older scholars supervised the study and morals of the others and reported to the Warden defects that

1. A. O. Bowden and Ida Clyde Clark, Tomorrow's Americans. New York, 1930, p. 25.

needed correction.²

- 1398 Vittorino de Fettes in his boys' school at Mantua departed from the accustomed practices of discipline and control.³
- 1531 Trotzendorf at Goldberg, Germany, used a monitorial system and shared a large amount of authority with student leaders.⁴
- 1630 Westminster used a system which gave more independence to student officers, called monitors, than had been given in former plans.⁵
- 1832 Hazelwood School near Birmingham, England, used a decidedly more modern type of government which included laws which were enforced by a court and a council in charge of the whole.⁶

Systems of Student Government in Early American Colleges.

- 1779 The honor system was first instituted in the old college of William and Mary.⁷
- 1821 In the University of Virginia, Jefferson planned that the students should practice self-government

2. Paul W. Terry, Supervising Extra-Curricular Activities in the American Secondary School. (New York, 1920) pp. 6-7

3. Bowden and Clark, op. cit., p. 25

4. Terry, op. cit., p. 5.

5. Ibid., p. 7.

6. Terry, op. cit., p. 7.

7. Bowden and Clark, op. cit., p. 27.

for the purpose of acquiring the training needed to make them good citizens of the Republic in which they were to live after graduation.⁸

- 1866 The University of South Carolina inaugurated a plan of self-government.⁹
- 1869 The University of Illinois instituted an elaborate plan of student-government which failed to accomplish the desired results.¹⁰
- 1870 Indiana University put into operation a plan of student government which was successful for a number of years.¹¹
- 1870 A system was tried in Lafayette College. Its purpose being to enlist 85 or 90% of the law abiding students in determining a policy that would encourage all students to think of the responsibility of being a reputable student in the institution.¹²
- 1873 A plan was used in the University of Maine similar to that used by the University of Illinois except that it was much simpler. It was declared more successful than the Illinois plan.¹³

8. Bowden and Clark, op. cit., p. 28.

9. Ibid., p. 29.

10. Ibid., p. 28.

11. Ibid., p. 29.

12. Ibid., p. 29.

13. Ibid., p. 29

Student Government in the Early American Secondary School

- 1825 The New York High School adopted the monitorial system, which had a measure of student government.¹⁴
- 1826 The Boston High School for Girls adopted the monitorial system.¹⁵
- 1832 The Hartford Female Seminary instituted a kind of honor system in which, at the daily assembly, the pupils handed in notes recording rules they had violated the preceding day.¹⁶
- 1832 John Griscom read a paper before the American Lyceum in which he described the plan of the Hazelwood School of Birmingham, England.¹⁷
- 1833 Jacob Abbott reported a system of study hall government at Mount Vernon.¹⁸
- 1834 Bronson Alcott opened the Temple School at Boston. The pupils were allowed, each day, to choose a student superintendent and were encouraged to discuss the general conduct of individual students.¹⁹
- 1852 Hartford Public High School instituted a modified form of the Hazelwood plan.²⁰

14. Terry, op. cit., p. 9.

15. Ibid., p. 9.

16. Ibid., p. 9.

17. Ibid., p. 9.

18. Ibid., p. 9.

19. Bowden and Clark, op. cit., pp. 31-32.

20. Ibid., p. 32

- 1861 John Mac Mullen began using a successful plan of student government in a New York City School.²¹
- 1888 At Cottage Row a system of student government similar to that used at Illinois University was tried.²²
- 1894 The George Junior Republic was established at Freeville, New York. A complete system of self-government is employed, the children learning both book work and shop work, and governing themselves most successfully.²³
- 1897 Mr. Wilson L. Gill introduced a form of self-government known as the "School City" into the Norfolk Street Vacation School in New York City.²⁴

These are high points in the history of student government in the early colleges and secondary schools. At the present time, a majority of our American Colleges have some type and some measure of student government; and investigations show that from 20 to 90% of the secondary schools have some plan.²⁵

Problem Stated

The outstanding problem in this investigation is to ascertain the prevalence, types, objectives, values, results, and obstacles to student government as based upon experience in

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21. Bowden and Clark, op. cit., p. 32.
22. Ibid., p. 32.
23. Ibid., p. 32.
24. Ibid., p. 32.
25. Terry, op. cit., p. 84.

Kansas junior high schools, and check this against experience elsewhere. To this end, specific answers were sought to these questions:

1. How many of the junior high schools of Kansas are using any plan of student government?
2. What types of plans are in use?
3. What are the services rendered by the student governing body?
4. What are the objectives of student government?
5. Of what value is student government to the junior high school?
6. What are the objections to student government?
7. In whom should the authority be lodged in a plan of student government?
8. What do case studies show as to the benefits of student government?
9. What are the details of plans now in use?
10. What is the possible future of student government?

Definition of Student Government

As applied to this thesis and as stated in the letter accompanying the questionnaire, student government shall be taken to include any activities in which the students take part which help them to create the right attitude toward the principal, the teachers, and fellow students, and which train

them in good school citizenship.

As public opinion is one of the effective forces in any school system, student government will also include any activity on the part of the students which tends to create wholesome and healthy public opinion among the students.

Method of Attack

In order to solve the problem, four types of data were secured and used.

1. Former investigations of this type were examined and the literature on the subject was checked.
2. A questionnaire was prepared and sent to the fully accredited junior high schools of Kansas.
3. Schools at Hoisington, Larned, Wichita, and Emporia were personally visited and the principals and teachers interviewed.
4. A study was made of the printed circulars describing the systems in use in Kansas.

Chapter II

Review of the Literature Dealing With Student Government

It shall be the aim of this chapter to sketch concisely some of the literature examined on the subject of student government. The material gained from these sources was used to check the findings in Kansas. The review follows:

Archer, C. P., "School Government as an Educative Agency", School Review, Vol. XXXI, 1923, pp. 430-438

Mr. Archer made a study of student government in sixty-two high schools of Iowa. One hundred questionnaires were presented to a group of high school principals assembled at a sectional conference at a meeting of the Iowa State Teachers Association, in Des Moines Iowa, November 6, 1922. Definite instructions were given, the questionnaires were filled out and returned at the meeting. Sixty-two schools gave definite replies. The data is quite reliable as those answering were a selected group.

Bowden, A. O., and Clark, Ida, Clyde, Tomorrow's Americans. New York 1930.

Bowden and Clark have made a collection of opinions on student government, and combining these with the past history of student government, they predict a bright future for it.

Not being founded on any formal study of the question, there is a tendency on the part of the authors to theorize.

The book does, however, give much valuable information to anyone interested in student government.

Briggs, Thomas H., "Extra Curricular Activities in Junior High Schools", Educational Administration and Supervision, Vol. VIII, pp. 1-9, January 1922.

Professor Briggs says that student government is the original matrix for vital projects and the greatest opportunity for the development of citizenship.

Briggs, Thomas, Henry, The Junior High School. New York 1920.

Briggs devotes very little of his book to the discussion of student government. He mentions that absolute student self-government does not exist and is not desirable. He believes that student participation has a place in the modern school system.

Davis, C. O., Junior High School Education, New York 1924.

Davis devotes a small part of his chapter on Collateral Activities to a discussion of student government. He believes that children of this age are too immature to be given much power in self-government, but that certain powers may be delegated to them with profit to both students and faculty.

Draper, Edgar M., and Hynes Philomena, "The Students Part in School Administration"; School Executives Magazine, April 1930.

This article tells of the different systems of student

government in use in Pennsylvania as revealed in a study made by the authors.

Dustin, C. R., "An Investigation of the Scope, Working Practices and Limitations of Pupil Participation in Government in Secondary Schools", School Review, Vol. XXXIV, pp. 431-442, June 1926.

Mr. Dustin studied student government in fifty-seven secondary schools. He used three methods in obtaining his material: (1) Reports from schools in which some form of pupil participation is in operation and is considered desirable, (2) Reports from schools in which pupil participation had been tried and abandoned, (3) A detailed study of existing pupil government organizations in various high schools in Cleveland. His conclusions are similar to those of other studies.

Foster, C. H., and Fickinger F., "Practices of the Langley Junior-Senior High School, Pittsburg", Twenty-fifth Yearbook of the National Society for the Study of Education, Part II, pp. 211-220, 1926.

Langley Junior-Senior High School bases its student government plan on the home room. In fact, its student government plan grew out of a well organized home room plan.

Fretwell, Elbert, K., "Education for Leadership: Training Citizens Through Recreation." Teachers College Record. Vol. XX, 1919, pp. 324-352.

This experiment conducted in a junior high school of two hundred boys under the administrative direction of the New York City public schools and under the advisership of Prof. Thomas Briggs was one of the first experiments of student

government. The experiment was based on two theses:

1. The first duty of the school is to teach young people to perform better those desirable activities that they are likely to perform anyway.

2. Another duty of the school is to reveal higher types of activity and to make these both desired and, to an extent, possible.

It is interesting to note the elaborate machinery set up by students and faculty to put into effect these theses.

George, William R., The Junior Republic. New York 1912.

Mr. George, who has a complete system of self-government in a school at Freeville, New York, tells how his plan started, the early developments, and its final form. The George Junior Republic is in operation today. It shows some of the possibilities of student-government.

Grizzell, Emit Duncan, Origin and Development of the High School in New England Before 1865. New York 1926.

Grizzell discusses early attempts of student government in New England.

Hayden, F. S., "Democracy in High School Government", School Review, Vol. XXX, pp. 187-192, March 1922.

Mr. Hayden explains the development of a form of student faculty co-operative government in Citrus Union High School, at Azusa, California. This development took place over a

period of seven years giving the system a solid foundation.

Horst, H. M., "Student Participation in High School Responsibilities", School Review, Vol. XXXII, pp. 342-355, May 1924.

Mr. Horst very ably describes the committee system used in West High School, Akron, Ohio. Each important item of student interest has a committee who deals with problems as they arise.

Jackson, N. A. "Pupil Government in Secondary Schools", Education, Vol. XLII, pp. 197-210, December 1921.

Mr. Jackson sent one hundred one questionnaires to high school principals and superintendents. He received eighty-five replies, representing thirty-one states. The questionnaire was not well prepared. It gave him such a variety of answers that it was difficult for him to draw sound conclusions.

Koos, L. V., The Junior High School. New York 1920.

Koos gives very little information on the subject of student government.

Lewis, G. T., "Centralizing Student Activities in the High School", School Review. Vol. XXXI, pp. 612-625, October 1923.

This article gives a good description of the unique features of student government at Mount Vernon, New York. Students are given more power in government than that given in most systems.

Masters, J. G., "Examples of Centralized Control of Student Activities", Twenty-fifth Yearbook of the National Society for the Study of Education. Part II, pp. 49-52, 1926.

This article gives a good description of student control of student activities at Mount Vernon, New York, Lincoln High School, Lincoln Nebraska, and Omaha Central High School, Omaha, Nebraska.

Parmenter, E. M., "Student Government; A project Method", School Review, Vol. XXX, pp. 116-132, February 1925.

Mr. Parmenter gives an outline of the Committees used in his system of student government and tells of numerous projects carried out by the students.

Pound, Oliva, "The Need of a Constructive Social Program for the High School", School Review, Vol. XXVI, 1918, pp. 153-167.

Miss Pound made one of the first investigations in student government. The answers received gave little valuable information. The study did reveal the general misunderstanding as to the aims, practices, and meaning of terms used in student government. Opinions ranged from "The school should be a benevolent despotism" to "It is ideal in my opinion".

Radcliffe, Paul, R., "Pupil Self-Government", Education, Vol. XXXVII, 1916-17. pp. 456-458.

This article is a letter written by Mr. Radcliffe to the Editor of "Education". The letter gives the aims and ideals of student government with some of the necessary elements for

success.

Rugg, Earle, "Special Types of Activities; Student Participation in School Government", Twenty-Fifth Yearbook of the National Society for the Study of Education. Part II, 1926, pp. 127-140.

This study was made by selecting at random three hundred junior and senior high schools to which questionnaires were sent. One hundred and ninety-one replies were received from all parts of the United States. This study has two distinct advantages over Archer's study in that it is more comprehensive and more recent. As a majority of the questions asked in this study were similar to those asked in the study of junior high schools in Kansas, it has served as a valuable check for the Kansas Study.

Sass, C. M., "Student Service in the High School", School Review, Vol. XXXIII, pp. 661-670, Nov. 1925.

This is a description of an elaborate system of student clerks and assistants who carry out various student functions in the Tilden Technical High School, Chicago, Illinois.

Self-Government Committee Inc., 2, Wall St., New York, Student Participation as Training for Citizenship. Tabulations from "A School Principal".

This is one of a series of articles sent out by the Self-Government Committee. In this article, twelve objections to student government were answered by a school principal.

Smith, William A., The Junior High School. New York, 1927.

Smith's book is especially valuable in giving a variety of points of view. He gives both sides of the question by quoting investigations, points of view, and systems of student government in use in various sections of the United States.

Smith, R. R., "Three Experiments in Pupil Self-Government", Education, Vol. XXXVI, 1916-17, pp. 230-234.

In this article, Mr. Smith discusses the fundamental principles of student government and the results of three of his experiments. He defines student government as government of pupils by pupils under the invisible direction of teachers. He calls student government a device not a method which, if properly used, will do much good.

Terry, Paul, W., Extra Curricular Activities in the Junior High School". Baltimore 1926.

This book gives an excellent discussion of the home room as an administrative unit. Terry says that the home room is the primary social unit of the secondary school. The functions of the home room are fully discussed.

Terry, Paul W., Supervising Extra-Curricular Activities in the American Secondary School. New York 1930.

This is the most valuable book used in the study. It is really the text of the field. Terry gives a very practical discussion of student government. The subject is thoroughly treated and his judgments are well founded. Being a recent book, it gives a modern view of student government both as to

theory and practice. Terry outlines clearly the five types of student government. These types were listed in the questionnaire.

Trent, William, P., English Culture in Virginia, Baltimore 1889.

This book gives a discussion of the founding of the University of Virginia. It was especially used to help trace the development of student government in American Colleges.

Welling, Richard, "Defend the Public School Against Militarism", Junior-Senior High School Clearing House, December 1930.

Mr. Welling pictures the evils of military training for both the school and the nation.

Wiley, W.E., "Organization of Extra-Curricular Activities as a Device for Training in Citizenship", School Review, Vol. XXXIII, pp. 62-66, Jan. 1925.

Mr. Wiley describes a plan for making better citizens by presenting a citizenship cup to the class having the highest average in citizenship. This presentation is made at the annual commencement program.

Wymon, Lillian, K., "Student Development Through Responsibility", Journal N.E.A. December 1930.

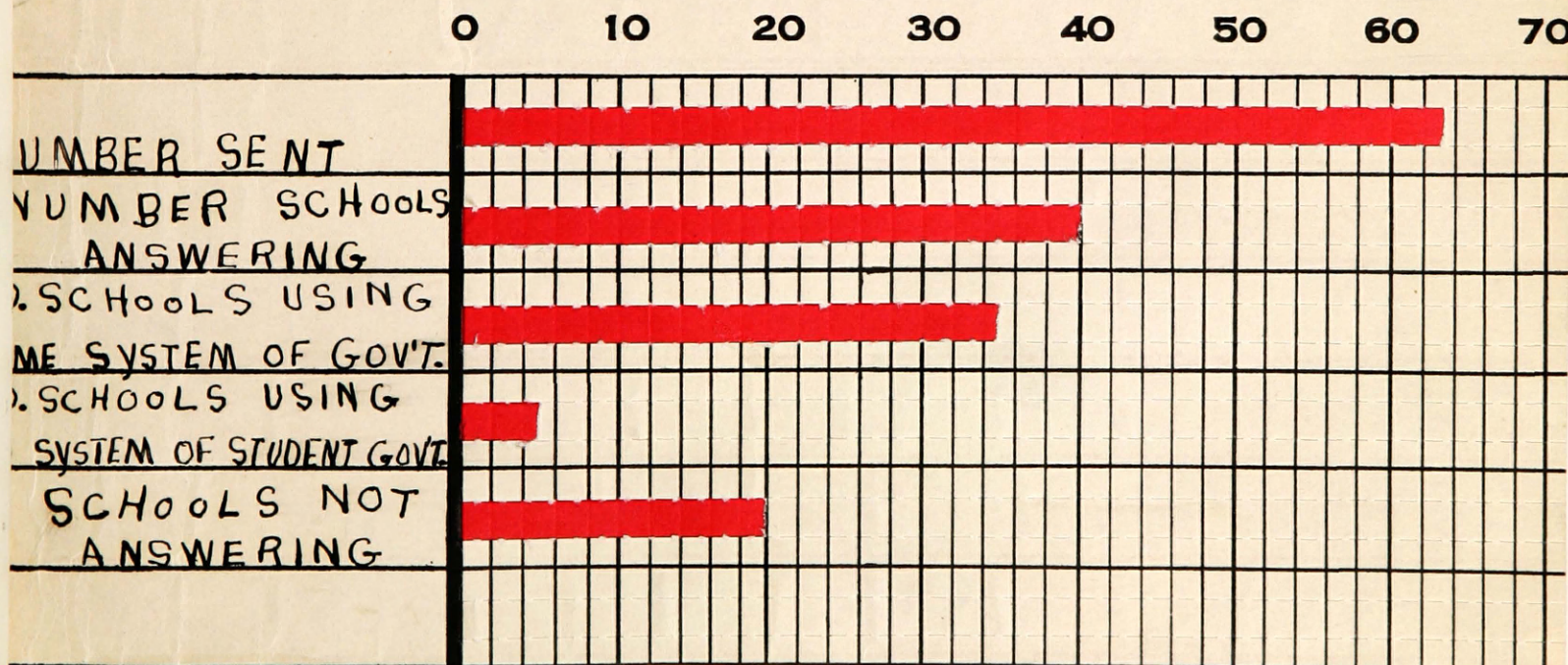
Miss Wymon tells how to introduce a system of student government and shows how students react when given responsibility. She believes development is possible only in real situations.

Chapter III
Returns from Questionnaire
and
Results of Interviews and Visits

Questionnaires were sent to the sixty four accredited junior high schools of Kansas. Forty of these schools answered quite fully. It was found that thirty-three of these schools have some type of student government. Seven schools have no system of student government. Twenty-four schools failed to answer the questionnaire.

The following graph summarizes these facts.

QUESTIONNAIRE AND RESPONSES.



Types of Plans in Use

The questionnaire listed five types taken in the main from Terry:²⁶

- A. Informal Type - (Pupils are called upon to aid in a special program, do particular tasks around the school, act as traffic officers, co-operate with the principal in discipline, etc.)
- B. Specific Service Type - (Assigning a specific service to pupils but under a condition that they confine their activities to that specific field. Thus certain ones will have charge of study halls, others of lunch rooms, others of traffic, etc.)
- C. Specific Council Type - (In this form the council represents the whole school body and is concerned with the entire range of student interest, though the officers may be chosen in different ways.)
- D. Complete Council Type - (Here the authority of the student body is not vested in one but in two or more central organizations. It may be made up of an Executive Council and Representative Assembly, a Senate, a House, and

26. Terry, op. cit., pp. 90-97.

sometimes a small Advisory Board.)

- E. The School City Type - (This type usually has a mayor and council, or council and city manager, and sometimes employing standing committees with specific tasks.)

The Junior High Schools of Kansas use the plans above as follows:

Plan	Number of Schools
A.....	21
B.....	13
C.....	15
D.....	2
E.....	1
Other Plans.....	1
No Plan.....	7

Note: These numbers are large because many of the schools use a combination of the first three types.

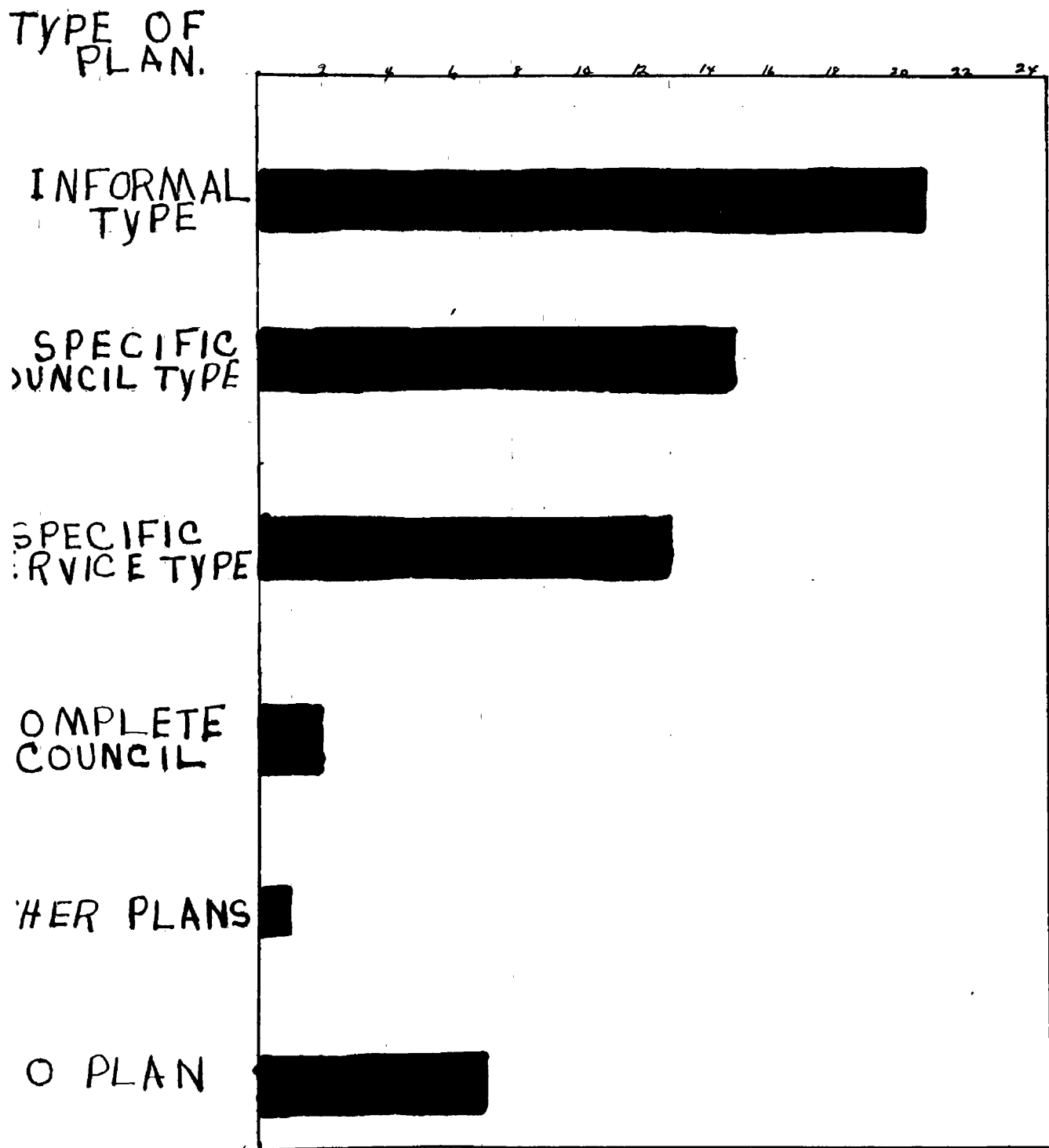
(See graph on the next page)

Services Rendered by Student Governing Bodies

These are listed in order of their frequency as sent in by the principals of the junior high schools of Kansas. The list is as follows:

Service	Frequency
1. Regulate street and hall traffic.....	20
2. Prepare assembly programs.....	10
3. Keep halls, buildings and grounds neat and clean.....	7
4. Regulate "pep" organizations and their meetings.....	6

TYPES OF STUDENT GOVERNMENT PLANS IN USE



NO. OF SCHOOLS USING PLANS

5. Create public and school opinion.....	6
6. Welcome and conduct visitors about school and grounds.....	6
7. Help in Library.....	6
8. Help create good feeling between teachers, students, and parents.....	6
9. Take charge of flag raising exercises.....	6
10. Sponsor banquets and social affairs.....	5
11. Sponsor concessions at games.....	5
12. Discuss and decide upon means of support of various school organizations.....	5
13. Ushering.....	5
14. Take charge of lost and found box each evening after school.....	5
15. Take care of student property.....	4
16. Relieve teachers of minor duties.....	4
17. Help in locker room in physical education department.....	4
18. Take part in home room discussion of im- portant school questions.....	4
19. Publish handbook and school paper.....	4
20. Recommend and assign proctors for traffic hall and other duties.....	4
21. Sell tickets at games, plays, etc.....	4
22. Promote sale of activity tickets.....	4
23. Help determine promotion day costumes.....	3
24. Present letters and awards.....	3
25. Act as an advisory board to principal.....	3
26. Supervise bulletin boards.....	3
27. Handle advertising.....	3
28. Arrange court or field for athletic games...	3
29. Help in office.....	3
30. Be responsible for behavior in assemblies and study hall.....	3
31. Punish unmannerly conduct.....	2

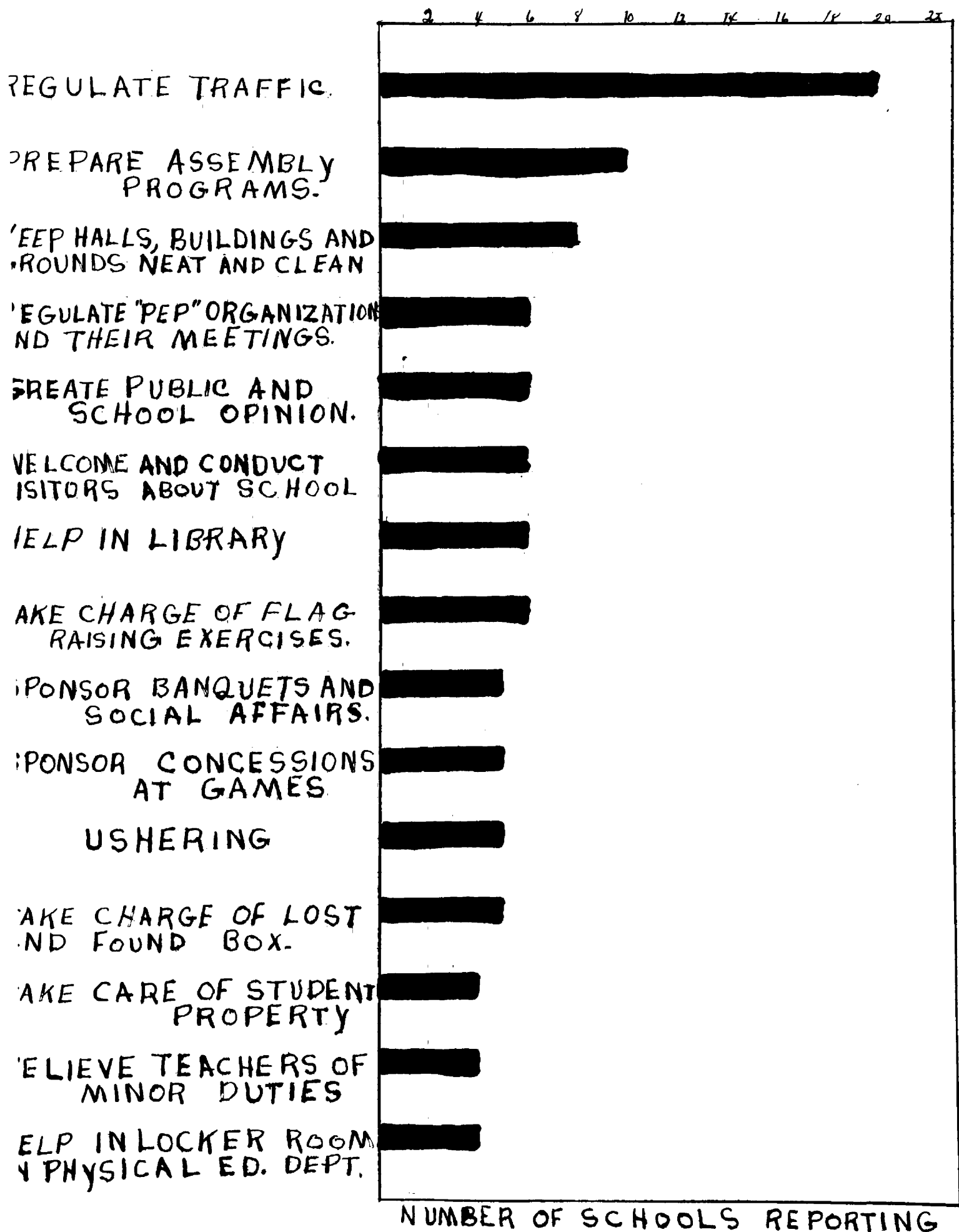
Objectives of Student Government

In the questionnaire each principal was asked to list what he considered to be the objectives of student government. The returns are as follows:

1. To develop a spirit of co-operation.
2. To bring about better school spirit.

SER

By STUDENT GOVERNMENT



3. To give training in leadership.
4. To give training in expression and living in a democratic atmosphere.
5. To help the student to fit better into community life after school days are over.
6. To give training in citizenship.
7. To give the student a feeling of responsibility
8. To train students to be self controlled in matters of right conduct.
9. To eliminate the necessity and evil of outside compulsion.
10. To create and maintain interest in self-government.
11. To improve morale and discipline in school.
12. To inspire doubtful students to remain in school.
13. To create and promote a desire on the part of the student to be self reliant.
14. To develop respect for the rights of others.
15. To help improve scholarship.
16. To encourage many students to take part in extra-curricular activities.
17. To give students opportunity to express their opinions in school affairs.
18. To remove many narrow views of both pupils and teachers.
19. To develop an ability to think in terms of public welfare by being in situations requiring such for solutions.
20. To develop habits of acting for the good of a social group instead of independently and selfishly.
21. To create a spirit of ownership of school property.
22. To develop wholesome public opinions among students.
23. To develop in the student body a feeling of personal responsibility in the success or the failure in the management of curricular problems and extra curricular activities.
24. To unify all student organizations under one control.
25. To develop growing appreciation of membership in a democracy by providing the responsibilities and privileges of participating in such a democracy, and to develop in the child a conscious feeling of interdependence and responsibility to the group.
26. To develop satisfactory habits of behavior and to create wholesome attitudes toward citizenship by giving the students ample opportunities to

- participate in handling the problems that arise in the school community.
27. To develop public confidence in the school.
 28. To develop the ability to adjust one's self successfully to one's surroundings.
 29. To develop initiative, poise, and self-respect.
 30. To develop student opinion.

Value of Student Government

The opinions of principals as to the value of student government are quoted as follows:

Principal L. E. Henderson of Concordia says, "I am thoroughly sold on the proper type of student advisory board plan".

Principal Thomas J. Moore of Holton says, "Our plan has worked wonderfully well here".

Principal Anna Lewis of Hoisington says, "Our pupils say, from time to time: 'We govern our own school as long as we do right and for this reason we know the teachers are helping in showing what is right and what is wrong'. With high school students I believe it possible to let the students have more freedom in governing themselves; although our pupils in junior high do the work very well".

Another principal writes, "I do not have much faith in student self-government, at least for the junior high."

At Great Bend, it is the opinion of the faculty that student government has done much toward changing the attitude of the student body, so that there exists a spirit of good

feeling and cooperation between students and faculty.

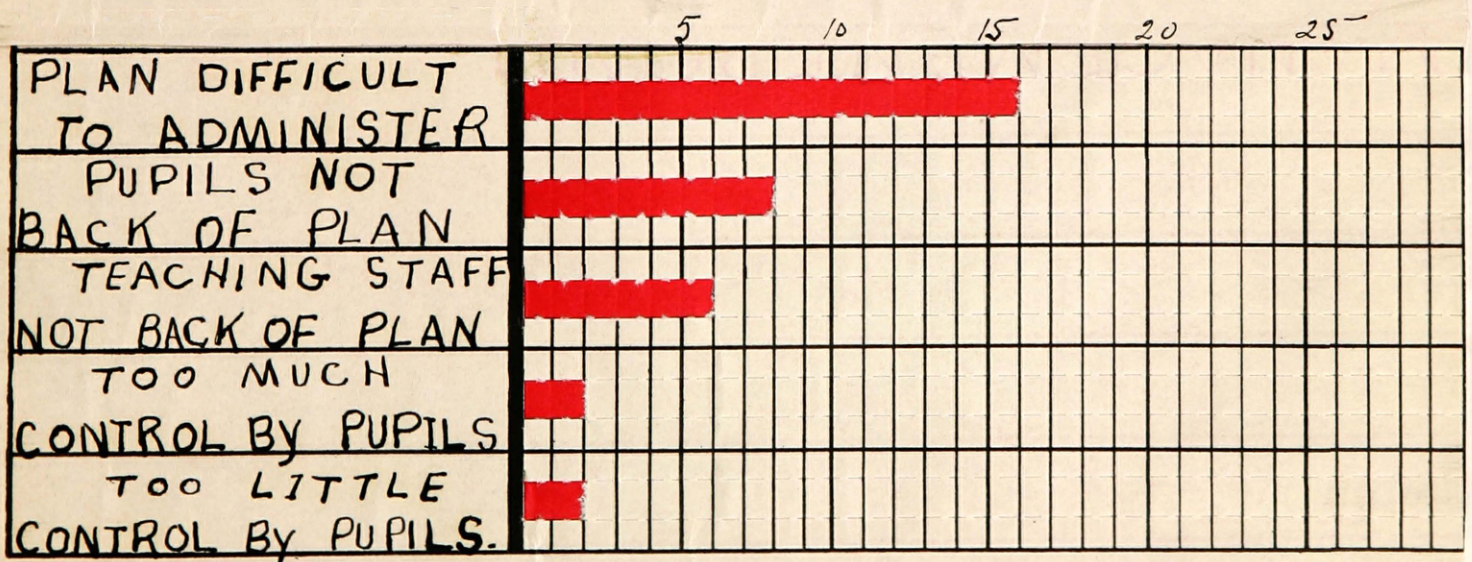
Objections to Student Government

On the questionnaire the following possible objections to student government were listed:

1. Too much control by pupils.
2. Too little control by the pupils.
3. Teaching staff not in sympathy with the plan.
4. Plan difficult to administer.
5. Pupils not back of the plan.

Two principals checked number one; two checked number two; six checked number three; sixteen checked number four; and eight number five.

TO STUDENT GOVERNMENT



Other objections are listed as they were sent in. The list is as follows:²⁷

1. Students lose interest in other affairs.
2. Students authority and participation allowed to become executive instead of advisory.
3. Lack of understanding on the part of administrators and teachers in regard to real objectives.
4. Calling an organization student self-government when it is merely pupil participation in government.
5. Inability to get all students to take part.
6. Students have friends whom they will uphold even though their friends are in the wrong.
7. Lack of good sponsorship, or the sponsor, plays politics.
8. Principal or sponsor has too much to say at the meetings.
9. Students too immature for very much real control over real problem cases.
10. Pupils who exercise authority offend their friends or fail to do their duty for fear of losing power.
11. Good teachers need no help of major importance.
12. A misunderstanding on the part of the pupils regarding their duty or duties.
13. In many systems of student government the home rooms compete for honors in citizenship. This often leads to petty jealousy among certain members of the faculty.
14. Quite often the pupils cause more trouble trying to help than they do good, at least as far as the faculty is concerned.
15. If students really function, they are outcasts to the rest of the school.

In Whom Should the Authority be Lodged in a System of Student Government?

The questionnaire listed the following in whom the

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27. These opinions were not asked for in the questionnaire but since they were returned with the replies, they are listed for whatever value they may have.

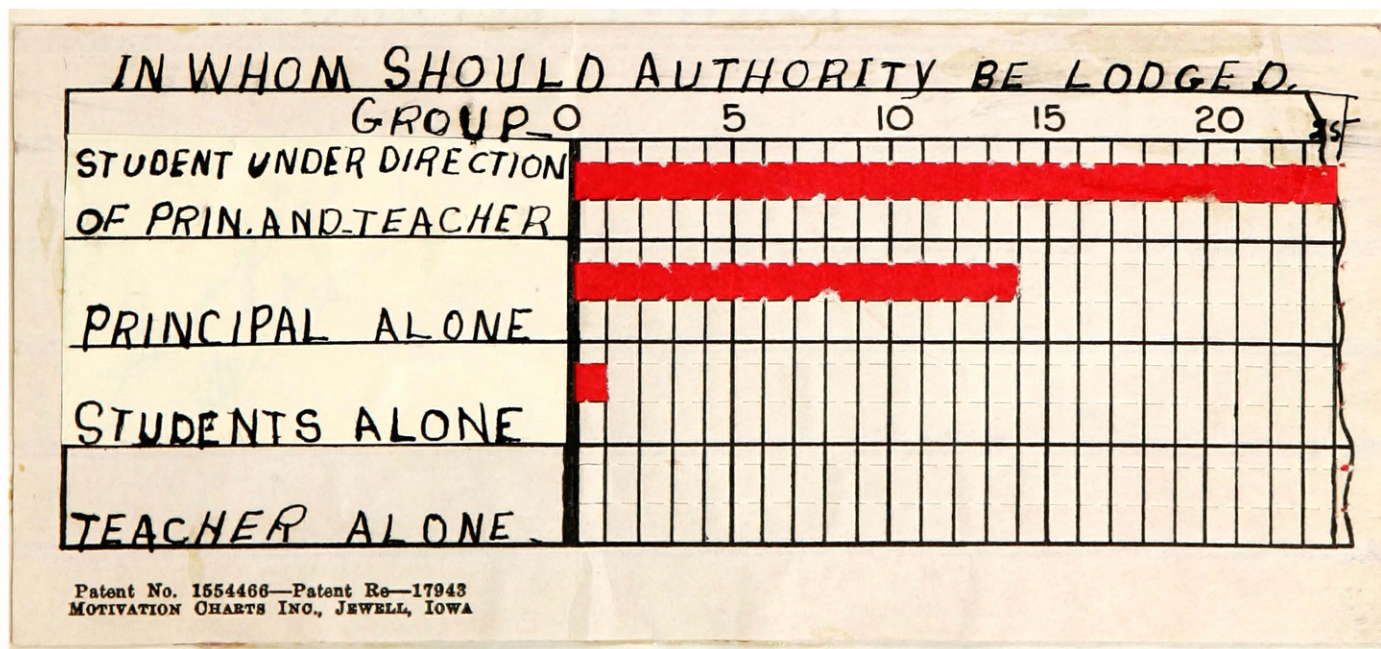
authority might be lodged.

- A. Students
- B. Teachers
- C. Principal
- D. Student under direction of teachers and principals.

The junior high school principals responded to the question in the following manner.

- A. Students..... 1
- B. Teachers..... 0
- C. Principal.....14
- D. Students under direction of teachers and principals.....24

Graph of These Facts



What do Case Studies Show.

There seems to be a great difference of opinion among the principals of Kansas junior high schools as to what constitutes a case study. A few principals sent good examples of case studies while the others sent the results of services rendered by the student government body.

The case studies are listed on the following pages:

J. H. Benefiel of Coffeyville writes: "Our assembly behavior is most satisfactory due largely to the plan of having each home-room appoint a committee responsible for the behavior of its members".

Mrs. Anna Lewis of Hoisington writes: "A window was broken by a group of pupils who became somewhat disorderly. They were called into council and after deliberating quietly, the boy breaking it said that he broke the window and felt it his duty to repair the damage. Immediately those who aided him decided they too were guilty. They repaired the window, paid the cost, and nothing of the kind has happened since."

Ella Jacques of Norton cites this case: "A new student seemed to wish to gain spectacular notice. Through the student court his attitude was given publicity and as a trouble maker was undermined".

J. E. Stinson of Wichita, sends this example: "H. D. in grade 8 A was made proctor at principal's suggestion. He had the leadership and strength of personality but was indifferent and dawdling in most all of his work. He improved greatly for a while but later slumped and made trouble for fellow proctors. The matter was turned over entirely to the proctor committee after discussion in the student council. The committee held two meetings; at the second, H. D. appeared. I do not know yet all that transpired, but H. D. is making good".

L. E. Henderson of Concordia writes: "Student

advisory board looks after Hobo Day. It was formerly a secret affair and always gave trouble. Now it is supervised and well conducted".

Thomas J. Moore of Holton says: "Changed attitude of students in assembly. A few brief talks were used".

J. R. Van Buskirk of Liberal writes: "Gym classes quieted in dressing room. Gun chewing has been diminished".

He further adds: "There is no use to kid yourself. You can't put old heads on young shoulders. The object is to teach individual and group responsibility and it will work until you strike hard problems. We find students don't want to take discipline in their hands. Even in college, students won't do it when it comes to expelling students and handling wild parties".

M.T. Hyde of Lawrence has the following comments to make as to disciplinary cases handled by students: "Pupils in secondary schools cannot be given responsibility in handling disciplinary cases. Their judgment is immature and they are likely to err on the side of being too severe, rather than too lenient. Furthermore, in case of major discipline cases the parent of the pupil who is punished is likely to resent student control. The principal who expects to hold his job and keep harmonious relationships within his organization will keep in close personal touch with all disciplinary situations. Student participation may be used however, in building 'esprit de corps' ".

S. H. Stark of Curtis Junior High, Topeka, writes: "The pupils through their co-op council worked out a plan agreeable to both pupils and faculty concerning the time and privilege of opening of school, conduct in halls, privilege of entering buildings, periods of play, etc.".

L. M. Eddy of West Junior High, Parsons, writes: "Our halls are narrow which results in congestion of traffic. The traffic squad act as a reminder to pupils that they are to pass slowly etc.".

H. D. Kemper of Lincoln Junior High School, Salina, says: "Our best example is the protection

of school property - books - bicycles - etc."

W. E. Jones of Garden City writes: "It is not our policy to have the student council help with discipline. This is done only by teachers, principal, and superintendent".

C. E. Strecker of Fredonia sends the following: "Student governing body helps by having students carry flags, to conduct students through street traffic, and from building to building".

W. B. Fletcher of Osborne cites this case: "Boy running in the hall - matter taken up in his home room; home room committee decided punishment subject to home room teacher's or principal's veto".

"A backward child - Given post in home room. Through home room discussion initiative, poise, self-respect and confidence in himself were developed".

A. B. Calloway of Dodge City gives this example: "In our own school the street traffic squad was organized under direction of principal with advice of the council and the student body accepted it as a student activity".

Victor M. Houston of Manhattan writes: "Our lawn squad has made it possible to grow new grass while school was in session and without the aid of fences".

Harold Laucks of Arkansas City says: "Pupil consistently absent or tardy with little legitimate reason was brought into the office and permitted to assist in checking own records of absence and tardiness. A change was noted at once: is hardly ever absent or tardy now".

R. W. Collins of Columbus writes: "Traffic squad helps greatly in traffic in halls. The greatest help is in toilet rooms as the teacher is often of opposite sex and cannot go in".

At Great Bend, a student was a persistent violater of rules and was therefore instrumental in lowering the room's average in citizenship. Home room president asked the home

room teacher for a meeting. The offending student was asked to step out into the hall while the room discussed his case. After talking the matter over quietly, the class chose one of its members as spokesman to tell the offender what would be expected of him in the future. When all was ready, the offender was asked to return to the room and stand in the front of the room. The spokesman for the class came forward and gave him the decision of the whole room as to his future conduct. The boy was impressed by this action and caused very little difficulty thereafter. The boy had been punished by the teachers, but he lost interest in his wrong doing when he found that the students were not back of him.

Details of Plans in Use

The returns from the questionnaire were quite incomplete on this point. It is hoped that such information as was given will be of some value. The summary follows:

I Constitution

1. Schools having.....17
2. Schools not having..... 7

II Student Council

1. Schools having.....15
2. Schools not having..... 3
3. Schools having proctor system..... 4

III Student Council elected:

1. By home room.....12
2. At large..... 0
3. By clubs..... 1
4. By classes..... 1
5. By teachers..... 1

IV Student officers are elected:

1. At large..... 7
2. By council..... 3
3. By grade..... 2

V Qualifications for student officers and members of the student council are:

1. High standing in scholarship.....10
2. High standing in citizenship..... 6

VI Student officers elected:

1. For school term..... 4
2. For semester..... 7
3. Subject to re-election.....
 - a. Yes..... 4
 - b. No..... 2

VII Student council meetings held:

1. Weekly..... 4
2. Bi-weekly..... 2
3. On call of sponsor..... 3
4. Monthly..... 2

- VIII Has principal or sponsor veto power:
1. Yes..... 9
 2. No.....0
- IX Is action of student council taken back to home room for adoption or rejection?
1. Yes..... 8
 2. No..... 2
- X Governing body deals with matters of:
1. General student interest.....10
 2. Discipline..... 2
- XI Committees in charge of different school activities as traffic, lawn, student property, building pride, building contests, social affairs, honor system, school citizenship, assembly programs, etc.
1. Yes..... 7
 2. No..... 1
- XII Governing body sponsored by:
1. Principal..... 8
 2. Teacher..... 4

Results of Visits and Interviews

Since two of the schools visited, Hoisington and Wichita, sent answers to the questionnaire, the results of the visits to these two schools will not be discussed.

Emporia Junior High School uses the Informal Type of

student government, there being no definite attempt at any formal student government.

There are a number of clubs, each sponsored by a teacher. These clubs besides the regular club activities, take turns in publishing the school paper.

When any problem arises that is of general interest to the student body, a committee is appointed by the principal to confer with him in order to solve the problem. For example, there was some trouble in the locker rooms. Certain articles were disappearing while the boys were on the gymnasium floor or while the boys were dressing. Different methods of solution were tried, but no solution could be reached. Finally a committee worked out a plan. The basket room, where the boys clothing was kept, was screened off and each day a committee of two boys checked all baskets in and out. No other boy was allowed to enter the basket room. This solved the problem.

The visit to Larned was of no value because no student government was used there.

Summary

1. About 50% of the junior high schools of Kansas have some type of student government.
2. There is little agreement as to types of plans used, value of student government, objectives, objections, or services

rendered.

3. The authority should be lodged in the students under direction of the principal and teacher, but many principals still feel that student government demands the surrender of some of their authority.
4. There is little common understanding among principals as to what constitutes a "case study". Such case studies as were sent indicate the value of student government to individuals and to groups in the high schools.
5. Junior high principals are not yet ready or willing to let students handle cases of discipline.
6. There is a tendency among junior high school principals to have student government along the following lines:
 - a. A constitution (written).
 - b. Some type of student council.
 - c. Student council elected from home room.
 - d. Scholarship and citizenship qualifications for student officers.
 - e. Principals and sponsors to have veto power.
 - f. Committees to look after special problems of student interest.
 - g. Student government to handle only problems of general student interest.

Plans of Student Government in Typical Junior High
Schools of Kansas as Described in Printed Circulars.

It shall be the aim of this chapter to describe in detail a few typical plans of student government now in use in the junior high schools of Kansas. These are given to illustrate some of the possibilities of student government. Note that each has been worked out to fit the local school, that each is quite simple, and that none are copied after city, state, or national types of government.

Pratt Junior-Senior High School

Pratt has one of the more simple types of student government. Vice-Principal J. R. Gray calls it the Proctor System. It is rather a combination of the Specific Service Type and the Specific Council Type. As will be noted, the Proctors are elected by the student body and their office is considered an honor.

Mr. Gray has ably described his plan in the following paragraphs.²⁸

"When we organized the Proctors, we had very little to guide us, but we had two ideas to which we adhered closely. The first was not to make policemen of the Proctors, nor to give them any power. They were to accomplish their work through persuasion and good example. The second was not to place any part of the discipline of the school on

28. Pratt has a junior-senior high school which consists of grades six to twelve.

their shoulders, but to leave it in the hands of the teachers where it belongs. I think this policy accounts for the popularity of the system in our school. The students look on the Proctor as a good fellow who will help them keep out of trouble.

"Each week a meeting of all the Proctors is held at which time general instructions are given the Proctors regarding the performance of their duty. The Proctors bring up for solution problems which are bothering them. Cases of pupils who refuse to respond properly to the suggestions of the Proctors, or insist on violating the rules of the school, are discussed. Usually some Proctor who is a friend of the culprit is appointed to see him privately and urge him to mend his ways. If all ordinary means fail, he is summoned before the Proctors meeting, told of his error, assured that the Proctors have no wish to punish him, and asked to promise to correct his errors for the good of the school. This never fails to so abash the culprit that he will not risk its repetition by continued misbehavior.

"A faculty member presides at all of these meetings. He never acts on any of the information gained. This enables the Proctors to discuss any subject and not feel that they are 'tattle tales'. The faculty member then instructs the Proctors how to handle the matter.

"Since the Proctors do not enforce any rules nor inflict punishment, the greatest co-operation is required of the teachers. If the Proctors have drawn a pupil's attention to his violation of a rule or other misconduct and he persists in it, then the teacher should punish promptly and severely when such violation comes to his attention. Otherwise, the proctor feels that his work is useless, and the culprit becomes a hero. We have observed that when teachers fail to act in support of a Proctor they soon have other problems in discipline as the pupil soon loses all respect for the teachers governing ability.

"Two thirds of our Proctors are seniors and one third juniors. They retain office for the duration of their school days. None have ever been dismissed. One third from the junior and one third from the senior class are elected each year. The other third being the juniors who become

seniors, which gives the system one third experienced Proctors.

"The Proctors are always on their honor to obey the rules of the school and for that reason they are given unlimited freedom in their movements about the building at all times. In order to better perform their duties, they are privileged to leave any class or take another pupil from a class without a permit, or having to account for their time. They may take a pupil to a class after it has started and gain entrance for him without a permit. They are, however, instructed to use discretion, in all privileges and are pledged to never abuse them but to use them only in pursuit of their Proctor duties. They are required to be in their class room on time when not on duty and if tardy to obtain a permit the same as any other pupil. So far as we know, they never abuse their privileges.

No. 1.

WHY

"Candidates:-

You have been elected to membership in the Proctors Corps by representatives of both faculty and student body. This action was not taken hastily, but after due consideration. You were selected because in the past you have displayed certain characteristics, such as friendliness, tact, self control, consideration of the rights of others, good judgement, and general obedience to the rules and laws of the school.

"Now you will be taught some of the things you are to be and do, as well as some of the things you are not to be and do, in order to be a good Proctor.

No. 2.

WHAT NOT TO DO

"A Proctor should remember at all times that he is not a policeman. Do not act like a traffic officer. Nothing will defeat the aims of the Proctor System as quickly as will the attitude of law enforcement.

"You should never at any time lay violent hands on any one in an effort to force him to obey the laws of the school, or your own requests or

instructions. You will be taught other methods.

"Do not jeer nor try to embarrass any one in public while performing your duties.

"It is not your duty to make or enforce laws or rules.

"Guard yourself against becoming a 'tattle tale' to the faculty. It is not necessary. Make your reports to the Proctors while in meeting. Things told there are never repeated to other faculty members by the faculty adviser who is always present. Neither does he in any way act on information obtained from Proctors other than to give advice.

"Above all other things, never assume an 'Holier Than Thou' attitude toward another pupil because you are a Proctor. It may be that he was elected a Proctor before you were and for some reason could not serve.

No. 3. WHAT TO DO

"In order to do your duty as a Proctor, you must have tools with which to work. The greatest tool which you can use is that of friendship and the display of a friendly attitude towards those people you find it necessary to correct.

"Keep an even temper at all times, and if you are defied in the performance of your duty let it pass. Later, seek the offender and try to persuade him to observe the rules of the school not for you, but for the sake of a better school.

"The burden of discipline and the making of rules is not on you, but the creation of the spirit of law observance is yours.

"Bring your problems to the Proctors meeting and discuss them. Ask aid in their solution and make suggestions as to remedies for the correction of disturbing factors in the school.

"Remember you are not 'tattling' when you report the infringement of a school rule to a proctors meeting, but when you broadcast the things which are

told or discussed in a Proctors meeting, then you are 'tattling'.

No. 4.
PERSONAL DUTIES

"As a Proctor, you have duties other than those of helping your fellow pupils. You should at all times so conduct yourself that no teacher can criticize your actions.

"Show due respect to them even though you think or know them to be in the wrong. Settle your differences with the teachers privately.

"If a teacher interferes with your activities as a Proctor, obey the teacher; the trouble can be 'Ironed Out' afterwards.

"Your success as Proctor will largely depend on your attitude toward the teachers and your personal obedience to the rules of the school.

"This does not mean that you must give up any of your rights as a pupil in the school, nor of your right of protest, but you should make your protests in the proper place and the proper time. Obey first; argue afterward ---- if necessary.

No. 5.
PERSONAL PRIVILEGES

"The duties which you have had imposed on you just now are no more than the duties of every pupil in the school, but you will soon receive a privilege which is given to none other than a Proctor.

"It is the privilege of unhampered and unquestioned freedom of movement about the building and ground of the high school.

"So long as you wear the Proctor's Shield you may go where and when you please. Presently, you will be required to promise never to abuse this privilege by using it for your own selfish pleasure or personal advancement. It is the one great privilege given to Proctors and is to be used only in the performance of duty.

"It constitutes the great strength and the

great weakness of the system. If the privilege is abused, the system will fall. If it is treasured, you yourself will grow in strength.

"No teacher will question your movements or the movements of those in charge so long as it is done in the name of your Proctorship.

"Do not permit others to abuse your friendships and your Proctorship by pretending to be under your charge when they are not.

"When you are acting as a Proctor, make it clear to the teacher by pointing to your Proctors pin or by a quiet explanation. This will secure the teachers co-operation and help.

No. 6. HISTORY

"You have had explained to you, just now, the privileges of your Proctorship. I want to tell you that thus far in the history of the Proctor System no teacher has ever found it necessary to complain of the abuse of this privilege. I want to lay upon YOU the burden of maintaining this high standard.

"Its proper observance, and its non-abuse will be a test of your character as a trustworthy lady or gentleman.

No. 7. PLEDGE

"You have had explained the work which the Proctors are to do in the school, the duties and privileges which are theirs, and the ideals which they strive to maintain. If for any reason, you do not wish to become a Proctor we suggest that you quietly leave the room. You need feel no embarrassment nor humiliation in doing so for we shall respect your honesty.

"The Proctor will then take the first candidate and administer the pledge, and immediately pass him to Proctor No. 8, who will present the shield. Then the second candidate, shall be taken and the process repeated, etc.

"If you still desire to become a Proctor, repeat

after me this pledge. 'I promise to obey the rules of the school and to help others to obey them. I shall endeavor to maintain the high ideals of the Proctors and to never abuse my Proctor's privileges'.

No. 8.
SHIELDS

"Now I shall give to you the Proctor Shield. It is in no way a fraternity pin but a badge of membership. You are entitled to wear it so long as you are a Proctor, but you must not permit another to wear it. Your acceptance of it is a promise to that effect.

"If you are Proctor at the close of your Senior year, surrender your pin to the Board of Control and it will be presented to you as a token of the esteem in which you are held by the student body. Until that time, it remains the property of the Student Activity Association.

"Wear this shield and endeavor to keep it untarnished by any act of yours."

Constitution

Most of the schools having student government have some type of constitution. Lawrence, Wellington, Augusta, and Holton have excellent types. Terry quotes the Lawrence constitution in his book on extra-curricular activities.²⁹ The preamble of the Lawrence constitution is used here as it furnishes an excellent example of a school preamble. It is as follows:

"Preamble: We, the people of Lawrence Junior High School, in order to provide a means whereby we may assist in the promotion and control of the

29. Terry, op. cit., p. 130

activities of the school, do establish this constitution for the student council."

Augusta Junior High School

Augusta has one of the more simple types of constitution. It apparently contains all that is necessary in a school constitution. It is here quoted in full:

CONSTITUTION of THE AUGUSTA JUNIOR HIGH SCHOOL STUDENT SENATE

Article I Name

The name of this organization shall be the Student Senate of the Augusta Junior High School.

Article II Purpose

The purpose of this organization shall be to provide a means for student co-operation in school government to develop good citizenship, to stimulate student activity, and to promote the general welfare of the Augusta Junior High.

Article III Membership

Sec. 1. Membership in the Senate shall be limited to one Senator from each Homr Room and one Senator at large from each grade.

Sec. 2. Senators must be selected from the upper quartile of the rooms which they represent.

Sec. 3. The principal and two faculty sponsors shall be members of the Senate, one of which must be present at each meeting of the Senate.

Sec. 4. The Senators shall serve during the entire semester in which they are elected and are eligible for re-election.

Article IV Officers

Sec. 1. The officers of this Senate shall be: President, Vice-President, and Secretary.

Sec. 2. The President of the Senate shall be selected from the representatives of the eighth grade and must be in the upper quartile of that grade.

Sec. 3. At the first meeting of the year, the Senate shall elect its officers. Vacancies in office

may be filled by special election.

Article V Meetings

Sec. 1. The Senate shall meet regularly once every three weeks. The time shall be determined by the Senate.

Sec. 2. Special meetings may be called by the Principal, Sponsors, or President.

Article VI Quorum

One-half of the membership of the Senate shall constitute a quorum.

Article VII Amendments

Sec. 1. This constitution may be amended at any regular meeting by a two-thirds vote, the amendment having been submitted to the Senate at least one week before voted upon.

Sec. 2. By-laws may be adopted, amended, or repealed at any regular meeting.

Article VIII Power of Veto

Since the Principal and faculty are directly responsible to the Superintendent and to the Board of Education for the welfare of the school, it is expressly understood that all student powers herein set forth are delegated by the Principal and faculty and may be revoked by them at any time.

BY-LAWS

Article I Duties of Officers

Sec. 1. It shall be the duty of the President to preside at all meetings, to make all appointments unless otherwise provided for and to perform all the usual duties of his office.

Sec. 2. It shall be the duty of the Vice-President to assist the President and to perform the duties of the President in the absence of the latter.

Sec. 3. It shall be the duty of the Secretary to keep minutes of all meetings of the Council, and to notify all Senators of a special meeting at least a day before the meeting is held.

Article II Standing Committees

Sec. 1. There shall be the following standing committees: Athletic Committee, Traffic Committee, Courtesy Committee, Lost and Found Committee, and Property Committee.

Article III Duties of Committees

Sec. 1. It shall be the duty of the Athletic Committee to co-operate with the coach and cheer leaders in promoting good sportsmanship and pep among the student body.

Sec. 2. It shall be the duty of the Traffic Committee to maintain order in the halls and about the fountains before and after school and during class intermissions. The duty of the Monitors shall be to report all violations of traffic rules to the Principal.

Sec. 3. It shall be the duty of the Courtesy Committee to welcome visitors and escort them about the building.

Sec. 4. It shall be the duty of the Lost and Found Committee to maintain the Lost and Found desk and to co-operate in keeping the cloak rooms in order.

Sec. 5. It shall be the duty of the Property Committee to co-operate with the faculty in protecting and beautifying the building and school grounds, and to report to the Principal those pupils who willfully misuse or destroy school property.

Holton Junior High School

Holton has a more elaborate constitution than the one used by Augusta. Since it has many features not listed in the Augusta Plan, it is reprinted below. Holton has a Junior-Senior High School which includes the six upper grades. It appears to be quite an elaborate plan which is likely to be a fault.

CONSTITUTION OF HOLTON JUNIOR-SENIOR HIGH SCHOOL

We, the members of the Student Council of Holton High School, Holton, Kansas, in order to encourage a democracy within a democracy, to secure closer relations between faculty and students, and to provide a forum for the discussion of questions of interest to the school, do establish this Constitution of the Student Council of Holton High School.

ARTICLE I. Name

The name of this organization shall be the Student Council of Holton High School of Holton, Kansas.

ARTICLE II. Purpose

The purpose of this Student Council shall be:

To promote good citizenship.

To develop in the Student Body a feeling of personal responsibility for failure or success in the management of curricular problems and extra-curricular activities.

To develop the spirit of co-operation between students and teachers.

To unify all student organizations under one general control.

To develop public confidence in the school.

To develop a growing appreciation of membership in a democracy, by providing the responsibilities and privileges of participation in such a democracy.

To promote the general welfare of the High School.

ARTICLE III. Membership

Section 1. The Student Council shall consist of one representative from each of the activity groups, one each from the seventh, eighth, ninth, and tenth grades, and two each from the eleventh and twelfth grades.

Section 2. No person shall become a member of the Council who has an average below M in scholarship and citizenship. To fall below this average automatically eliminates a member from the Council.

Section 3. The members of the Council from each group or class shall be chosen at the beginning of each semester.

Section 4. It shall be the duty of a member of the Student Council to attend all sessions and report carefully and accurately all sessions of his group or class. He shall also report to his group or class the sessions of the Council.

Section 5. Three-fourths of the members of the Council shall be present before any measure shall be passed. When a quorum is present, a majority vote shall be necessary to pass measures.

Section 6. Vacancies shall be filled by popular election in the group or class in which they occur. If a vacancy shall occur in the President's Office, it shall be filled by a member of the

Student Council selected by that body.

ARTICLE IV. Officers

Section 1. The officers of this Council shall be President, Vice-President, Secretary, and Treasurer.

Section 2. The officers shall be elected by the council from its members, and must have had at least one semester's experience on the Council.

Section 3. The officers, except the Secretary, must be upperclassmen (junior or senior).

Section 4. An officer may be removed from office before the expiration of his term by a two-thirds majority vote of the Student Council, or by order of the Principal.

ARTICLE V. Duties of Officers

Section 1. The President shall have the following duties:

He shall preside at the meetings of the Council.

He shall call special meetings when he deems necessary.

He shall vote only in case of a tie.

He shall appoint committees, members of which may be chosen from the council and from the Student Body at large.

He shall preside at all assemblies, except in special cases to be decided by the Principal.

Section 2. The Vice-President, Secretary, and Treasurer shall perform the usual duties of their several offices.

ARTICLE VI. Meetings

Section 1. The Council shall hold regular meetings on the second and fourth Tuesday of each month.

Section 2. A member may be dropped at any time for non-attendance at two successive meetings without a valid excuse accepted by the Principal.

Section 3. Meetings of the Council shall be under the supervision of two Sponsors, one of whom is to be the Principal, and the other a Faculty member selected by the Faculty.

ARTICLE VII. Source of Power

Since the Principal and Faculty are directly responsible to the Superintendent and the School Board for the welfare of the School, it is expressly understood that any action taken by the

Student Council is subject to the approval of the Principal, and he at all times reserves the right of veto.

ARTICLE VIII. Powers of the Body

Section 1. The Student Council shall have power to supervise all matters concerning extra-curricular activities.

Section 2. The Student Council shall have power to grant charters to clubs and organizations.

Section 3. The Council shall have authority to revoke the charter of any organization that is in a declining state.

Section 4. The Council shall have power to recommend rules necessary for the betterment of the school, its life, and interests.

Section 5. The Council shall have charge of all matters pertaining to extra-curricular activities.

Section 6. The Council shall co-operate with the Faculty from time to time on matters suggested by the Principal.

ARTICLE IX. Duties of Committees

Section 1. Assembly Committee. It shall be the duty of the Assembly Committee to co-operate with the regular Assembly Committee in encouraging better assembly programs and planning programs for the semester. It shall also be responsible for ventilation of the auditorium and the appearance of the stage.

Section 2. Social Committee. It shall be the duty of this committee to determine the social needs of the school and plan to meet them; to act as official guides of the school; and to supervise new students in school.

Section 3. Civic Committee. It shall be the duty of this committee to build up school spirit. It shall supervise and care for grounds, hall, rest rooms, and lunch room. It shall report to the Sponsor any student who's conduct is detrimental to the welfare of the school. It shall manage "Safety First Week", "Clean Up Week", etc.

Section 4. Finance Committee. It shall be the duty of the Finance Committee to co-operate with the Sponsor in preparing a budget, in regulating expenditures in the different organizations.

Section 5. Athletic Committee. It shall be the duty of the Athletic Committee, sponsored by the Coach, to arrange for visiting teams, to arrange

for spectators, to advertise games, to hold pep meetings and train cheer leaders, to conduct sale of Athletic Association tickets, to develop sportsmanship and good manners at athletic contests, and to award all letters, banners, badges given in the name of the Association.

Section 6. Publication Committee. It shall be the duty of this committee to advocate and urge support of publications, and to oversee publications so as to prevent duplication.

ARTICLE X. Amendments

Whenever two-thirds of the Student Council shall deem it necessary, it shall propose amendments to this Constitution. Such amendments shall be presented to the Principal for his consideration. When any such shall be approved by him, the measure shall be presented to the activity groups for their consideration. Whenever three-fourths of these groups shall express favor of the proposed amendment, it shall become a part of the Constitution.

ARTICLE XI. Adoption

This Constitution shall become effective upon its adoption by three-fourths of the entire Student Body.

Holton Junior High School Honor Society

The Holton Junior High School Honor Society is composed of students from the seventh, eighth, and ninth grades. The awarding of the pins and the banner for the honor class takes place twice each year. The following points are stressed in this honor society:

1. Scholarship and attendance -- A student must have an "M" scholarship average and must have no unexcused tardy or absence.
2. Citizenship -- A student must be thrifty, he must be willing to give service, and he must cooperate in all ways.
3. Character -- Self-control, reliability, courtesy, and industry are here considered.
4. Cleanliness -- A student must keep his person clean, he must keep his clothing clean, and

he must be clean in all ways.

5. School activities -- A student must participate actively in some one of the activities of the school.

Scholarship "H" and Service Pin Awards

The Holton scholarship "H" award system makes the following provisions with regard to the awarding of the pins:

"If a student has received a total of at least nine semester "E" grades or an accumulation of semester "E's" totaling nine credits by the end of the first semester of the Sophomore year (ninth grade credits count), he is to receive a bronze "H". If by the end of the first semester of the Junior year this number is increased to at least fifteen, this letter is to be exchanged for a silver one. And, if at the middle of the Senior year, the student has a minimum of twenty-one "E" credits, the silver letter will be replaced by a gold one."

It should be mentioned that a student may qualify for a silver or gold "H" without having previously qualified for a letter of a lower rank. The grades given for the full year are considered in making the awards, for instance if a student makes fifteen "E" credits at the end of the Junior year without having had nine at the end of the first semester of the Sophomore year, he is entitled to the silver "H". Should he make the required twenty-one "E" credits at the end of the Senior year, he is entitled to the gold "H".

Roosevelt Junior High School, Coffeyville.

Coffeyville has worked out a very elaborate Honor Point System. The Principal, J. H. Benefiel, thinks that the system is very satisfactory, that it helps in school discipline, and

that it does much to foster school spirit and morale. Judging from the appearance of this system, it would be difficult to administer, but it seems to be worth the time that it takes.

The system is as follows:

The Roosevelt Junior High School Honor Point System
Coffeyville, Kansas

The Roosevelt Junior High School Honor Point System is a plan through which the school proposes to recognize scholastic achievement, school citizenship, thrift, sportsmanship, and participation in approved activities.

Honor points are awarded to home-rooms and to individuals.

A silver trophy and two honor pennants are the awards to home rooms. At the close of each six weeks, the three home rooms having the highest number of points hold these trophies for the succeeding six weeks. At the close of each semester, the home room having the highest grand total of points will have its name engraved upon the trophy.

Honor emblems are given to individuals. At the close of each semester, the fifty pupils from the entire student body having the highest number of points will each receive the Roosevelt Honor Emblem.

Honor points may be withdrawn from individuals for certain offenses. When an individual loses ten points, he must appear before the Student Council and this body may sentence him to certain types of punishment. The Student Council may refer any case to the Principal if it is so desired.

Home Room Honor Points

A. Highest percent of attendance. (From six-weeks report) First, 15 points; Second, 10 points; Third, 5 points.

B. Highest percent neither absent nor tardy. First, 15 points; Second, 10 points; Third, 5 points. (Divide number neither absent nor tardy by number in home room. Carry to 3rd decimal).

C. Lowest percent of tardies. 15, 10, and 5

(Divide number of tardies by number in home room. Carry to 3rd decimal).

D. Points earned by pupils for not losing points. Use following formula:-

$$\frac{40}{\text{Number in room}} \times \text{Number getting points} \times 5.$$

E. Points earned by pupils for satisfactory attitude. (Use above formula).

F. Points for satisfactory effort. (Formula as in D.)

G. Points earned by pupils for not being absent. (Formula as in D.)

H. Points earned by pupils for not being tardy. (Formula as in D.)

I. Thirty points to each home room having a percent of attendance of 100; 25 to those having a 99%; 20 to those having 98%; 15 to those having 97%; 10 to those having 96%; 5 to those having 95%.

J. Fifteen points to each home room in which 100% of the pupils maintain savings accounts; 10 to those in which 75% maintain savings accounts; 5 to those in which 50% maintain savings accounts.

K. Points for selling tickets; the number to be determined at the beginning of each ticket sale.

L. The Student Council may at any time grant points for approved activities.

Individual Honor Points

A. Scholarship

Grade of

A - 4 x No. hours per week.

B - 3 x No. hours per week.

C - 2 x No. hours per week.

D - 1 x No. hours per week

(Add points thus obtained and divide by 2) (To this sum add 4 points for grade a "A" in home room; 3 for "B"; 2 for "C"; and 1 for "D").

B. Punctuality

No absence, 5; No tardies, 5; No class tardies, 5.

C. Loyalty

No lost points, 5; Attitude, 5; Effort, 5.

30. The term "number in room" includes pupils who have been present fifteen days or more during the six weeks period.

D. Thrift and Business Management 16
Banking, 12; Bringing excuses, 1; Having materials, 2; Returning grade card, 1.

E. Participation in School Activities, Public Appearances, Music and Expression Lessons, etc. 30
President Student Council, 8. Vice-President, Secretary each 6. Regular Member, 5. Alternate Member, 1 for election and 1 for each time he substitutes until a maximum of 5 is reached.

Chief of Police, 8. Sergeant, 2. Traffic Police, 4.

President of Home Room, 5. Other Home Room Officials, 3.

Captain of Athletic Team, 3. (For season)
Playing on Athletic Team through Season, 4.

Conducting Devotionals in Chapel, 1. Chapel appearance with group, 1. Chapel appearance as individual, 2.

No. of points for being in 9A play, Music Week,

Gym. Circus, and other performances will be decided upon at the time of each event.

Individual study in music, art, and expression. Grade of A, 4; B, 3; C, 2; D, 1.

Points will be allowed for holding office, rendering other services, and for making progress in Scouting, HiY, G. R. and other school clubs. In each case the sponsor and a pupil representative from each club must meet with the Honor-Point Committee from the Student Council and decide upon the number of points to be granted.

Book Monitors are to receive 1 point.

F. Special 10
Ticket sales, learning school songs, and other special awards.

Total Maximum of Points for Six Weeks 150

G. Special Awards at Close of Semester: Getting on

first honor-roll twice, 20; on second honor-toll twice, 10; no absence, 10; no tardies, 10; no lost points, 10.

Loss of Points

- H. Failure to bring excuse for absence. One point for each day late until a maximum of 2 points per period is reached.
- I. Tardy to school, 1 point.
- J. Tardy to class, 1 point.
- K. Cutting class, library, or chapel, 2 points.
- L. Noticeable disturbance during chapel, 3 points.
- M. Running, sliding, or scuffling in halls, 1 point.
- N. Reporting to class without materials, 1 point.
- O. Disrespect to student police, 1 point.
- P. For any offences that destroy property or lower the morale of the school. The number of points withdrawn will depend upon the offence and will be decided by the Principal or the Student Council

Suggestions to Teachers Concerning the Honor-Point System

The success of the honor-point system is absolutely dependent upon the attitude of the teachers. In spite of many defects, it has undoubtedly wielded a tremendous influence on the school, and the friendliest co-operation on the part of the teachers can do much toward increasing its effectiveness. Pupils very quickly notice and resent what they term unfairness on the part of the teacher. This may be carelessness rather than deliberate unfairness but whatever the cause for complaint, each teacher is urged to make a special effort to live up to the rules of the game.

Awarding of Points

Points must be counted and totalled at the close of each six weeks. This will be begun at the home room period on Wednesday following the close of the six weeks and will be completed the next Monday if more time is needed.

Two types of individual cards are used. The larger ones remain in the home room and are handed to the pupils during the checking period. Each pupil fills out his own card and must clearly indicate how every point is earned. To help prevent

mistakes going unnoticed, it is suggested that each room should have a committee to check these cards after all have finished.

The smaller cards are for the purpose of obtaining grades that do not appear on the grade sheets. (Outside music, monitor service, club points, police, etc.) They are to be handed to the pupils the last Wednesday of the six weeks period. Thus the pupil is in possession of his card for a week and presents it to those concerned. These cards are collected by the teacher after checking is completed and held until ready to hand out again.

In totaling points, be sure that no pupil exceeds the maximum number of points under each heading.

Points under "A" include points earned for home room grade and grades in all activities included during the six regular periods of the day except piano and violin. Points for piano and violin are included under "E". A pupil excused any period once a week to take a lesson is to be counted as though he had remained in that period, for it is understood that the work is to be made up. That is, if he is in English 4 hours and takes a lesson 1 hour, he is to be counted 5 hours in English. Included under "A" besides the regularly required subjects are dramatic art, glee club, orchestra, library, office duty, and any type of service that may be substituted for library. Be sure that the number of hours per week checks properly. Each pupil should be accounted for 30 hours per week. In case a pupil is permanently excused a certain number of hours each week, use the formula below before adding points for home room grades.

$$\frac{30}{\text{No. of hours}} \times \text{points earned.}$$

Under "C", points for satisfactory attitude and effort are given automatically unless some teacher turns in an unsatisfactory report. Class teachers will report unsatisfactory attitude by placing a square "D" around the pupil's grade on the grade sheet. Unsatisfactory effort will be indicated by placing a circle "D" around the pupil's grade. Unsatisfactory in both will be shown by placing both the square and the circle around the grade, "D". Library teachers make unsatisfactory reports on separate slips that are placed in the mail boxes by the time grade

sheets are due. Unsatisfactory reports are not to be turned in for one or two breaches but should indicate general attitude and effort over a period of time. Home room teachers are to be warned by the class room teacher that a pupil is in danger of receiving an unsatisfactory report. Unsatisfactory reports in attitude and effort are not considered as points lost; the pupil merely does not get them.

Under "D" banking points will be sent out by the officials of the Thrift Bank on Monday of the second week after the close of the six weeks. Points for bringing excuses and having material are given to all pupils who have lost no points for these reasons. Grade cards are given out Wednesday. The card must be returned by Friday P. M. to earn this point.

Loss of Points

A closed box is kept in the office for the purpose of receiving slips reporting loss of points. Each slip must contain date, name of pupil, home room number (if obtainable), description of offense, and must be signed by the person reporting.

If a point is turned in against a pupil, he should be informed at once. If the pupil questions the validity or justice of the report, the matter should be settled at once and not be allowed to run over a period of time. The pupil has the privilege of placing the case before the Student Council for a final decision.

Keep track of individual points lost on the back of yellow sheets or on special chart if preferred.

It is well to keep slips reporting loss of points for future reference.

A pupil is tardy if he is not in the home room when the tardy bell rings. The halls are to be clear during home room period. Please do not excuse pupils to leave the room during this period.

Any teacher may report any pupil for unsatisfactory behavior in chapel; for running, sliding, or scuffling in the hall, or other offenses against the school.

Pupils out of their seats in chapel without good reason are to be counted as cuts.

When every effort has failed to make a pupil conform fairly well in the home room, the matter may be taken up before the Student Council and the individual outlawed from the group. All pupils are considered members of the home room until the Council takes such action.

Great Bend Junior High School

Student Government Plan

The unit of the plan used in Great Bend is the home room. At the beginning of each semester, each home room elects the following officers: President; Vice President; Secretary-Treasurer; two members to Student Council; class reporter, and two traffic "cops" who are to act for six weeks. Home room officers perform various duties throughout the year.

Student Council

The Student Council, made up of two students (a boy and a girl) from each home room, meets twice each month and at the call of the principal or sponsor. The council elects its own presiding officers and considers all matters of student welfare. After matters are considered by the student council, they are referred back to the home rooms for adoption or rejection.

Citizenship Grade

Each student starts out each six weeks with 100 points as his grade in citizenship. This is an "E".

Each week there is posted a list of students who are

doing failing work for that week. If a student's name appears on this list, he loses 2 points for each time it appears in any subject.

He loses two points for each unexcused absence or tardiness.

He loses one point for the following: Traffic violation; leaving paper or books on the desks; impudence to teachers or fellow pupils; assembly disturbance; failing to report when asked; and similar small offences.

Traffic "cops" report students who do not observe traffic rules by merely putting the name of the offender on a slip of paper and turning it in to the office. He says nothing and does nothing to the student.

Each student's name is put in a large ledger book with a page for his personal record. When he commits an offense, it is listed under his name. The recording is done by two student students who are always glad to do this work.

At the end of each six weeks, the principal goes through the book and takes the citizenship grade for each student.

This book is kept so that each student may examine his record. If he has any objections to the record, he may take the matter up with the Principal or the Student Council.

In three years of use, there have been very few students who have complained that they have been turned in for offences they did not commit.

Honor Point System

To offset this negative system, there are the following rules regarding honor points.

I. Scholarship

Grade of:

E.....3 points

G.....2 points

M.....1 point

P.....0 points

F.....0 points

II. Attendance

Student neither absent or tardy gets 5 points for the six weeks.

III. Leadership

Home Room President, Class President, Member of Student Council, President Student Council, etc., get 3 points each.

IV. Student Activities

For taking part in school plays, assembly programs, pageants, operettas, etc., student receives 2 points.

V Special Duties

Traffic cop, helper in office or library, housekeeper, tool room keeper, locker room helper, etc., receive 2 points for each six weeks.

These points are reckoned in the home rooms when the grade

cards go out each six weeks. They are kept on a form posted on the bulletin board in each room.

Awards

As soon as a student has made 100 honor points and 5 "E's" in citizenship, he is given a citizenship letter.

At the end of each six weeks, the room having the highest room average in citizenship receives a loving cup. If the same home room wins this cup three periods during any year, its name is engraved on it.

At the end of each year, the students and faculty select, from those eligible, the boy and girl who are the most typical citizens of the school. Their names are engraved on a large loving cup which is presented to these students at the commencement program. This is the highest honor that can be given a student.

Lincoln Junior High School, Salina.

Lincoln Junior High School at Salina, Kansas, has a very simple system. Each of the seventeen home rooms elects representatives to the Student Council. The President, Vice-President, Secretary and Treasury of the Student Council are elected by the students at large. The Student Council appoints committees for Building Contests, Student Property, Social Affairs, and Building Pride.

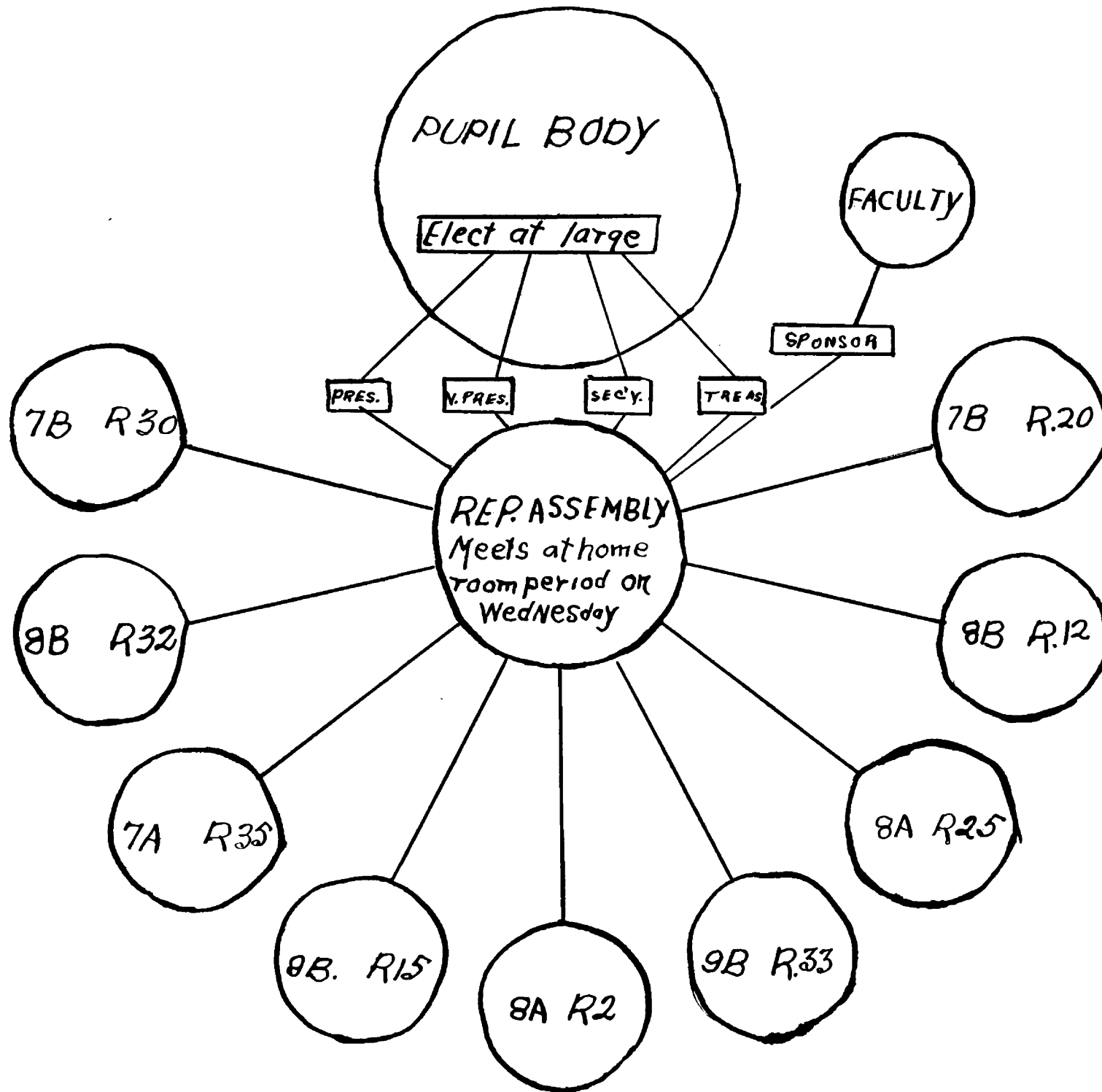
The Student Council has printed its own stationery with

the names of the officers and the various committees on it. The students seem to be very proud to have their names on this stationery.

When any problem arises that is of general interest to the students, the matter is referred to the Student Council, who in turn assigns it to the proper committee. The committee makes its investigation and reports back to the Student Council its recommendations. The Student Council then rules that certain steps shall be taken to accomplish the desired results.

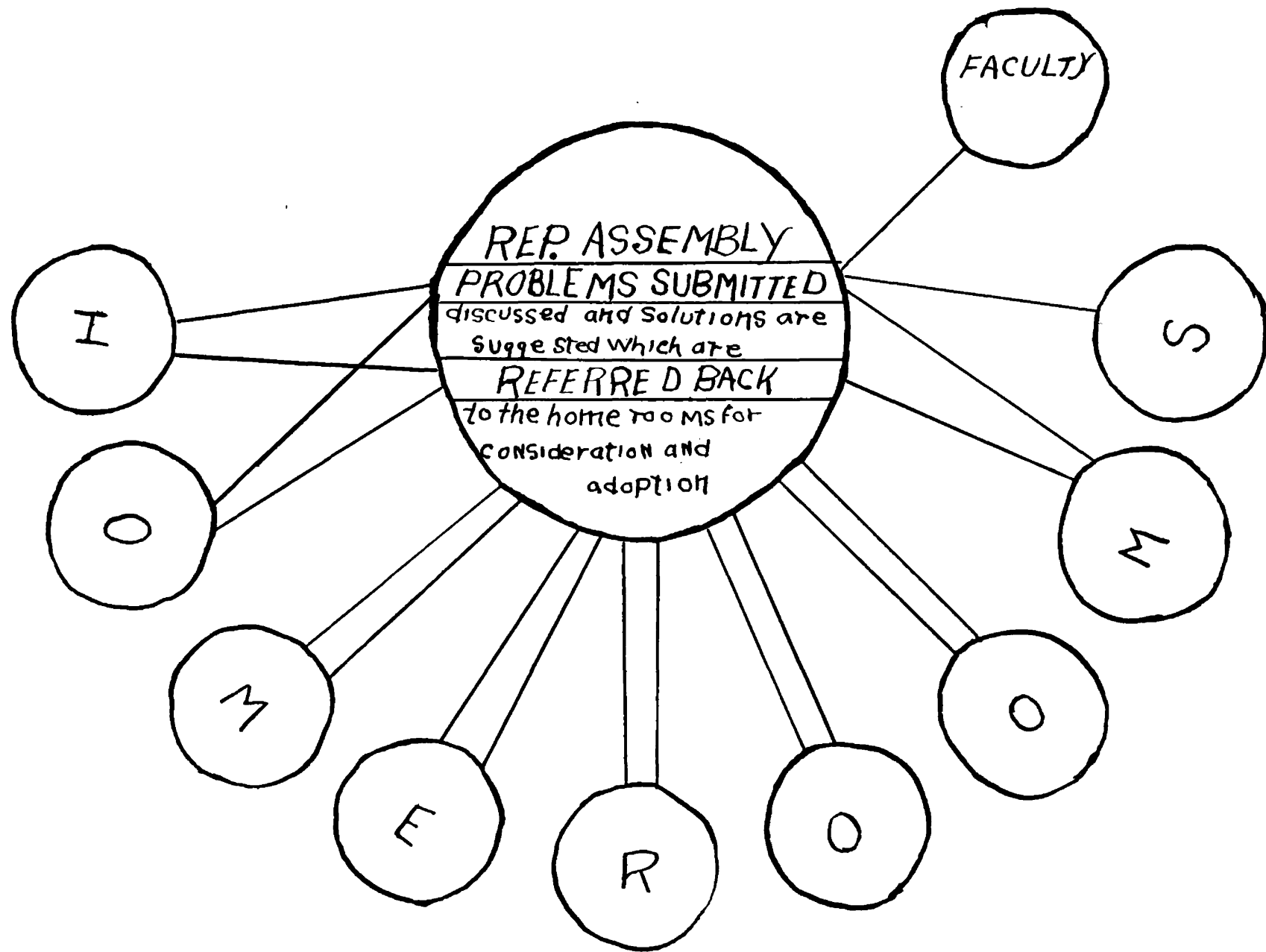
Curtis JuniorHigh School, Topeka

Principal S. H. Stark of Curtis Junior High School, Topeka, Kansas has outlined his plan very ably as will be seen by the following illustrations. He uses the Complete Council Type and thinks it is quite successful. He says that the "Co-Op" Council works out a plan each year that is agreeable to both the teachers and the pupils. The Student "Co-Op" Council works out such problems as the time and privilege of entering the buildings, conduct in the halls, periods of play, social functions, etc. He says that he finds it is a little hard to get all of his pupils interested in his plan, but it seems to be a great help in increasing school spirit.



CIVIC JUNIOR HIGH SCHOOL

SOURCE OF PROBLEMS



Source of Problems Submitted to Representative Assembly

Summary

1. Some type of written constitution seems to be a valuable part of a student government plan.
2. A constitution should be made to fit the school in which it is used.
3. Honor systems are used in the junior high school.
4. A written constitution defines definitely the rights and duties of a student so that there is no misunderstanding on the part of the student.
5. In most cases, the constitution must be ratified by the pupils before it is put into effect.

Chapter V

An Examination of Other Studies and the Opinions of Educators and Investigators on the Problem of Student Government.

It shall be the aim of this chapter to answer the questions as outlined in the problem in chapter one by giving the opinion of educators and the results of similar studies.

What Part of the Secondary Schools Use Student Government?

On this subject Terry says:

"In the nine reports with which the writer is familiar, the percentage of schools, in which organizations appear, ranges from 20 to 90. In six reports, the percentage is less than 38. In light of these facts, it is probable that decidedly less than one-half of the secondary schools of the country at large provide this kind of social experience."³²

Rugg, in his study of 300 junior-senior high schools, found that about 90% had some type of student government.³³

What Types of Student Government Are In Use?

Draper and Hynes, in their study of schools in Pennsylvania, found the following types of student government: Direct Representation Type; Senate Plan; City Government Plan;

32. Terry, op. cit., p. 84.

33. Rugg, E., Student Participation in School Government, Twenty-fifth Yearbook of the National Society for the Study of Education, Part II, Chap. XI, 1926, p. 135.

Extra-class Activity and Home Room Type; Executive Board; Parent Teachers Association Classes and Extra-Class Activity; Assembly Council Type, and National Type.³⁴ They describe them as follows:

Direct Representation Type

The direct representative form of government is probably the simplest form in use in the secondary school at the present time. The students, with the advice of the principal, hold a nominating convention two weeks before the end of the second semester. At this time, candidates for the office of student body president, vice-president, secretary and treasurer, together with five candidates for the student council are nominated. After the candidates' names have been approved by the scholastic committee, a regular election is held.

The officers of the associated student body, together with representatives of the extra-curricular activities, five councilmen, and the principal, form the personnel of the student council. This body prepares all assembly programs, controls extra-class activities, studies student needs, and suggests possible legislation to the student association although discipline is in the hands of the principal alone. This type of student government is probably best fitted to the smaller high school because of its simplicity of organization.

The Senate Type

Under the senate plan, the principal appoints the treasurer from among the members of the faculty, and a representative from the student body to aid the faculty treasurer. These two officers are ex-officio members of the senate. The student body in an annual election elects the president and vice-president of the associated student body. Both of these officers are ex-officio members of the senate. The presidents of the various extra-class activities represent their clubs in the senate.

34. Hynes and Draper, "The Students Part in School Administration", School Executive Magazine, (April 1930) pp. 362-363.

The senate, through its various members, studies the current problems confronting the school and makes laws concerning student conduct. These laws are then submitted to the principal, who either ratifies or vetoes them. After a bill has received the approval of the principal, it is presented to the student body in three different association meetings. In the third meeting, the associated student body votes on the issue. If they favor the bill, it then becomes a law. Thus, the students in an organization of this kind have a vital part in government.

City Government Plan

In the school city, the student body, either through a nominating convention, primaries, or by petition, nominates candidates for the positions of aldermen and mayor. In the general election, then, which is held twice a year, one mayor and six aldermen are elected for a semester. Very often, voting machines, such as are used in the regular city elections, are employed. The oath of office is taken by every member of the school city.

The city council, made up of the mayor, aldermen, the girls' and boys' advisers, and the faculty treasurer, meets after the first six weeks' examinations and appoints the various managers of the working committees. These committees include uniform dress, conduct, traffic, good of the school, extra-curricular activities, and so on. The managers of these various committees, upon call, report to the city council their findings and suggestions.

Home Room Plan

In the extra-curricular activity and home room type of student government, the entire student body is grouped according to abilities and interests into home room groups. One member of the faculty is appointed to each home room. The home room under this plan is considered the unit of local government. It is composed of one representative from each home room and three faculty members who are elected by the home rooms, together with representatives from the inter-club council.

The purpose of the inter-club council is to consider the eligibility of clubs, to sanction every

club's social program, and to legislate all club activities. Each club in the school sends a representative to the club council, and two faculty members are appointed by the principal. The inter-club council at one of its meetings appoints a delegate to the board of control.

The Executive Board Type

Every student in the school is represented in the executive board type of student participation in school government. This board meets once a week and makes laws regulating the conduct of students, the activity of the various clubs, and determines the position of the associated student body on various political questions.

Under this system, all faculty sponsors for the various clubs form a board of sponsors. They develop and correlate the various club programs. From their number, they elect two members to act on the executive board. The treasurers of the various extra-curricular activities form the board of treasurers. Their books are audited every month by a faculty auditor. The board of treasurers elects one of its members to the executive board.

The home room is the source of government. It elects the president, vice-president, secretary, and treasurer of the associated student body. It also sends delegates to all clubs in the school. The presidents of all extra-class activities then, together with the officers of the student body, are ex-officio members of the student council. The presidents of the four classes are also ex-officio members of the council.

Parent Teachers Association Type

An interesting feature in this plan is the presence of the P. T. A. The parents are divided in the various classes in which their children are enrolled. Then they elect a delegate to the student council. In an organization of this type, there is a very definite linking of the community affairs with school affairs. There is an advantage in this, in that the community is more interested in the school, but on the other hand, it is likely to break the morale of the community toward the school by introducing community factions into school control.

All legislation passed by the student council must be approved by the principal. It is then submitted to every home room. Majority votes make it law.

Assembly Council Type

The organization of a student government of this type is regulated by the student body, home room, extra-class activities, and classes. A new feature of this plan, however, is the representative assembly which is composed of one student from each home room. This representative assembly then elects twelve of its number to the student council. Five teachers are appointed to the student council by the principal.

National Type

In the national type of student government, there are three divisions: Legislative; executive, and judicial. The legislative department is composed of a senate and a house of representatives. All legislation begins in the house of representatives and is then sent to the senate. The senate is composed of one officer from each extra-class activity.

The executive department is composed of a president and a vice president. Both these officers must be members of the senior class. The president appoints six students to serve on his cabinet. This cabinet is purely an advisory agency. The judicial department is composed of five members of the district court. These judges are appointed by the president with the approval of the senate. Every action passed by any of the three departments of government is subject to the approval of the principal.

Services Rendered by Student Government

In Ruggs study, he found the following services rendered by student government:³⁵

35. Rugg, op. cit., p. 135.

Service Rendered	No. of schools reporting
A. Order in hallways, cloakrooms, toilets and lunchrooms	34
B. Student loafing	23
C. Matters concerning school property	19
D. Social gatherings such as dances, parties, etc.	19
E. Order in class rooms	12
F. Thieving	12

(Rugg sent questionnaires to 300 schools, getting replies from 191.)

C. P. Archer, in a study of similar nature in Iowa, found that the school men of that state gave as the chief service of student government the directing of general student activities.³⁶

Objectives of Student Government

The following objectives are listed by C. R. Dustin:³⁷

- A. To practice democracy.
- B. To learn intelligent obedience to duty constituted authority.
- C. To discover and develop qualities of leadership.
- D. To develop a spirit of co-operation between teachers and students.
- E. To keep the school democratic.

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- 36. C. P. Archer, "Student Government as an Educative Agency", School Review, Vol. XXXI, June 1923, p. 436.
 - 37. C. R. Dustin, "An Investigation of the Scope, Working Practices, and Limitations of Pupil Government in 57 Secondary Schools," School Review, XXXIV, June 1926, p. 433.

Value of Student Government

As to the value of student government, Davis says:

"Student councils authorized to discuss topics relating specifically to student group interests, and invited to advise freely with the legally constituted authorities in the school respecting the administration thereof, will do much to produce a spirit of co-operation and a sense of group responsibility throughout the entire student body. Moreover, such participation gives excellent training for the active affairs as citizens when adult life is reached."³⁸

Deputy Superintendent of Detroit says,

"Some scheme of student self-government should play an important part in this program. It is not meant to imply by the term student self-government that any school, intermediate or high, has ever actual self-government. The responsibility for the discipline and the organization of a school rests upon the administrative officials of the school, and by the very nature of things, cannot be delegated to anyone else. Any attempt to justify self-government by the statement that it removes the problems of discipline from the shoulders of the administrative officials of the school must fail. The problems will still arise and will still be handled by the principal, probably at an equal and greater expense of time and effort through a scheme of student self-government, than if dealt with directly.

"So, a teacher of arithmetic can herself more easily solve any given problem that may arise in her subject, and at less expense of time than if she had her class solve it; but the primary end she seeks is not the conservation of time and energy, nor is the solution of the problem itself her concern. What she desires is that her class shall acquire through practice with that particular problem, an ability to deal with arithmetical problems.

38. Davis, C. O., Junior High Education, Yonkers - On Hudson, New York, 1924, p. 356.

"The attitude of the principals toward a scheme of self-government is a similar one. He should look upon himself as an instructor in democracy and upon his organization for self-government as his classroom or laboratory. If the intermediate school is to perform the socializing function that it professes to be its main objective, it must afford the pupil opportunity, under wise and careful direction, to practice democracy, to learn intelligent obedience to properly constituted authority, to discover and develop qualities of leadership, to respect the will of the majority, and in general, to practice the self control that democracy is based upon."³⁹

Smith says,

"While it is not our purpose at this point to pass upon the relative merits of the several types of extra curricular activity, it will not be amiss to stress the fact that pupil participation in school government constitutes by far the most basic and the most significant extra curricular activity in any school."⁴⁰

Terry says,

"No other agency can do as much to facilitate a smooth-working relationship between the faculty and the student body and the organized societies of the school."⁴¹

Objections to Student Government

Rugg found the following objections to student government:⁴²

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- 39. Detroit Educational Bulletin, Vol. IV, No. 6, pp. 3-4.
 - 40. Smith, Wm. A., The Junior High School, New York, 1925, pp. 273-274.
 - 41. Terry, Paul W., Supervising Extra Curricular Activities, New York, 1930, pp. 83-84.
 - 42. Rugg, op. cit., p. 132.

- A. Lack of sympathy, understanding, and co-operation on the part of the teacher.
- B. Difficulty of securing responsible student leadership.
- C. Makes the work of the administrator more difficult and more complicated.
- D. Too much repression and coercion by faculty and sponsors.
- E. Students mistake liberty for license.
- F. Some students slight regular for extra-curricular activities.
- G. Too much machinery.

Mr. Frank Kiernan who resigned as a teacher at Julia Richman's school to become Secretary of the Student Government Committee collected the following objections and answers:

Objection No. 1. Pupil co-operation calls for a mental development that children do not possess. Neither is it desirable that children should become legislative, judicial, and executive. We want to keep them young as long as we can.

Answer - We have found the pupils of the sixth, seventh, and eighth years all normally developed, able to conduct their own affairs under judicious supervision. As for the contention that co-operation induces precocity, it is unfounded. The children, both officers and citizens, are thoroughly normal, healthy, and sport-loving young Americans, and I may add, leaders in general athletics.

Objection No. 2. Children, when vested with power tend to become arrogant.

Answer - Five years of pupil co-operation have failed to bring forth a domineering state official.

Objection No. 3. In the last analysis, the supervision necessary makes mere puppets of the children.

Answer - Judicious supervision exercised along lines of friendly control have quite the contrary effect. Pupils, teachers, and principal become co-workers and there is mutual exchange of suggestions that is helpful to all. Initiative is fostered in

the pupils and they experience the miracle of co-operative action.

Objection No. 4. The machinery is so elaborate that the purpose is destroyed.

Answer - Yes, if the machinery is so elaborate that is true; but it need not be, and in successful systems, it is not. This objection is founded on the erroneous idea that pupil co-operation is a fixed plan and cannot be modified. Every principal must work out his own plan - any other will be liable to failure.

Objection No. 5. The energy expended is not worthwhile.

Answer - If a wealth of school spirit and an attitude of co-operation on the part of the pupils and teachers for the welfare of the school state is not worthwhile, is anything in the world worthwhile.

Objection No. 6. Pupil co-operation is simply for show. It cannot take care of those serious cases, e.g. thievery, etc., which come up in every school.

Answer - This objection supposes that the entire government is in the hands of the pupils. Rather is pupil government an auxiliary of the regularly constituted school regime and makes the handling of untoward events a simpler procedure than usual.

Objection No. 7. The children of our day are more in need of respect for authority than the exercise of it.

Answer - Why? The children of our day have been quickened by the inquiring spirit of our times and quick to detect the shallowness of the autocratic system. But, where they are trained to a rational respect for authority through a realization of the necessity of it and the participation in the exercise of it, their respect and loyalty becomes unshakable.

Objection No. 8. Pupil co-operation destroys one of the greatest influences of the school - the principal and teachers' personal influence.

Answer - Through five years the principal and teachers and pupils have been brought constantly into closer and more efficient co-operation.

Objection No. 9. The activities of self-government are mere play. The children realize that the principal and teacher constitute the real governing power of the school.

Answer - In a well organized system, the jurisdiction of the pupils is clearly defined and realized, and lived up to; that an appeal can always be taken to the principal is a sufficient safeguard against undue punishments. The children, of course, enjoy elections and legislating, but what objection is there to that? Their characters are being molded for democratic living and are being molded effectively and joyfully. What more can one ask of an educational method?

Objection No. 10. We have self-government without the machinery. Our children are orderly, polite, and considerate. We do not need legislatures, courts, police, etc.

Answer - And when the children leave the school, will they continue to be orderly, polite, and considerate? Each will go his way and work out his own salvation, thinking that the government of his city and state and nation is to be left to the politicians. And, when he awakens to the fact that the politicians are in the governing business for what they can get out of it and he undertakes to better conditions by enlisting the interest of his neighbors and friends, he will find them preoccupied and apathetic. Pupil co-operation aims to make apathetic citizenship militant.

Objection No. 11. There are so many new and desirable suggestions offered for improving the schools that we hesitate to adopt this before we estimate its relative importance.

Answer - Pupil self-government does not compete with vocational training, school gardens, and other suggested additions to the curriculum. Rather it supplements all school work by putting the pupils on a sounder basis for effective work in every branch

of study. Under the conventional school regime, regulations and improvements came from the principal's office. With pupil co-operation, each child feels a responsibility for the common welfare and feels free to "speak up", to correct a defect or to suggest an improvement.

Objection No. 12. It takes too much time.

Answer - It takes five minutes of school time for voting at the beginning of the school term. The time given to it by the teacher in charge or the principal (about two hours a week after school) is a voluntary offering such as given to athletics, clubs, school orchestras and other class activities.⁴³

In Whom Should Authority be Lodged in a System of Student Government?

This question seems to have caused some difficulty among school men. Many of them have had the impression that student government would cause them to give up much of their authority.

Out of 191 replies sent to Rugg, 178 stated that the student governing body should derive its powers by the students' working in co-operation with the faculty. In six cases, the authority was lodged entirely with the students, and in seven, with the faculty.⁴⁴

Details of Plans

Ruggs findings:

43. Bowden and Clark, op. cit., pp. 158-162.

44. Rugg, op. cit., p. 134.

I. Schools having constitution of some type.

Rugg found that three-fourths of all schools replying had some type of constitution.⁴⁵

II. Schools having student council.

Eighty-seven out of the 191 schools has student councils, while the student activities in the other schools were carried out by similar organizations with a different name.

III. Student officers elected.

Archer found that in 53 out of 56 schools, the student officers were elected by the student body.⁴⁶

Terry would have elaborate elections with nominating conventions, committees, campaign managers, campaign expenses, political speeches, and all of the other trappings of a regular election. This campaign would last about a week and would be made as realistic as possible.⁴⁷

IV. What is the unit of the self-governing plan?

Rugg found that the home room was the unit for student government in 156 out of 191 schools.⁴⁸

V. Student council meetings held.

Rugg found that once each week and once in two weeks were

45. Ibid., p. 131.

46. Archer, op. cit., p. 433.

47. Terry, op. cit., pp. 104 ff.

48. Rugg, op. cit., p. 135.

the most common meeting periods.⁴⁹

VI. Student government sponsored.

In Archer's study, it was found that 54 schools out of 58 had teacher or faculty control,⁵⁰ and Rugg found that 184 out of 191 had faculty control.⁵¹

VII. Governing body deals with matters.

1. General student interest. 95%
2. Discipline cases. 46%⁵²

Miscellaneous Findings

I. Causes for failure of student government.

(a) Plan not made for local school. Terry tells of a principal who heard student government discussed and since he was much impressed with the idea, he went back to his school and put a plan into operation. The plan was not made for his school but he used it and turned disciplinary cases over to the students who had had no experience whatsoever in handling such cases. The principal did not advise or sponsor the students in their efforts. Failure was inevitable.⁵³

49. Ibid., p. 135.
50. Archer, op. cit., p. 438.
51. Rugg, op. cit., p. 135.
52. Ibid., p. 135.
53. Terry, op. cit., pp. 127-128.

(b) Plan imposed from above.

Archer says:

"The administration must carefully prepare the road for the participation of the students in school affairs by taking the students into his confidence and showing them the benefits to be derived from such a plan, the dangers to be avoided often due to rash motives or to the lack of interest and the wholehearted desire on the part of the faculty to co-operate, stimulate, sympathize, and aid in every way to make the plan a success."⁵⁴

(c) Mistaken idea on the part of teachers as to the purpose of student government.

In discussing reasons for failure, Archer says:

"....Teachers thought that when the plan of student government was started, they could go on a vacation as far as discipline and general administration were concerned."

II. Terminology confusing.

(a) Terminology is not important. On this subject,

Bowden and Clark say:

"The term self-government has been chosen by the writers because it expresses, simply, briefly, and adequately, the principle of the teaching method with which we are dealing. Terminology is of slight importance. Call it 'Student Participation in Government', if you like, or 'Pupil Government', or 'Pupil-centric Government', or 'Student Self-Government', or anything else, if you really mean self-government, which aims to direct processes"....⁵⁵

A Summary of the Findings in Kansas Checked Against Those of Rugg and Archer

54. Archer, op. cit., p. 433.

55. Bowden and Clark, op.cit., p. 12.

Objectives:

Findings in Kansas

1. To develop co-operation, leadership, and school-spirit.
2. To give training in expression and living in a democratic Atmosphere.
3. To help the student fit better into community life after school days are over.
4. To give training in citizenship.
5. To train the students to be self-controlled in matters of right conduct.

Rugg's Findings

1. To train for worthy citizenship through the development of co-operation, self-control, etc.
2. To establish better understanding, better spirit, and co-operation between students and faculty.
3. To develop interest in school work, school spirit, and school pride.
4. To develop intelligent leadership.
5. To provide for pupil expression.

Objections or obstacles administrators find to student government:

Findings in Kansas

Problem	Frequency
1. Plan difficult to administer	16

2. Difficulty in securing proper student backing . . .	8
3. Difficulty in securing proper backing by teaching staff	6
4. Pupils assume too much authority in some plans. . .	2
5. Pupils given too little authority in other plans. .	2
6. Students lose interest in other affairs	2
7. Students authority allowed to become executive instead of advisory	2
8. Lack of understanding on the part of administrators and teachers as to the real objectives.	2
9. Students have friends whom they will uphold even though their friends are in the wrong	2
10. Principal and sponsor have too much to say at the meetings.	1
11. Students too immature for very much real control over real problem cases	1
12. Pupils who exercise authority offend their friends.	1
13. Good teachers need no help of major importance. . .	1
14. Quite often the pupils cause more trouble trying to help than they do good, at least as far as the faculty is concerned	1
15. If students really function, they are outcasts to the rest of the school	1

Rugg's Findings

Problem	Frequency
1. Lack of sympathy, understanding and co-operation on the part of teachers	9
2. Difficulty in securing responsible student leaders.	8
3. Makes work of administration more difficult and complicated	7
4. Too much repression and coercion by faculty sponsors	3
5. Students mistake liberty for license.	3
6. Some students slight regular extra-curricular work.	2
7. Too much machinery.	2
8. Difficulty of getting all pupils to participate in some activity	2
9. Pupils resist being dictated to by other pupils . .	1
10. Pupils unwilling to report on one another	1
11. Lack of interest on part of pupils.	1
12. Difficulty of securing proper faculty sponsorship .	1
13. Cliques and clans arise when pupils are in authority	1

Below are given the findings of this investigation set over against the findings of Rugg⁵⁶ and Archer.⁵⁷ Answers are given in percentage of total number of replies received:

I. Schools having a constitution:	Kansas	Rugg	Archer
1. Yes	70	.73	__
2. No	30	.27	__

56. Rugg, op. cit., pp. 132-134.

57. Archer, op. cit., p. 431.

II. Schools having student council:

1. Yes	68 . . . 46 . . . 21
2. No	32 . . . 54 . . . 69

III. Student officers are elected:

1. At large	58 . . . _ . . . 85
2. By student council	25 . . . _ . . . _
3. By grade	17 . . . _ . . . _

IV. Student council elected:

1. By home room	80 . . . 38 . . . 16
2. At large	0 . . . 37 . . . 69
3. By clubs	6 2/3 . _ . . . _
4. By classes	6 2/3 . 25 . . . 15
5. By teachers	6 2/3 . _ . . . _

V. Qualification required for student officers and members of student council:

1. High scholarship	31 . . . 52 . . . 33
2. High standing in citizenship . .	18 . . . 42.5 . . _

VI. Student officers elected for:

1. School term	36 . . . _ . . . _
2. Semester	64 . . . _ . . . _
3. Subject to re-election	
Yes	12 . . . _ . . . _
No	6 . . . _ . . . _

VII. Student council meetings held:

1. Weekly	36	35	—
2. By-weekly.	18	21.9	—
3. Monthly.	18	14.8	—
4. On call of sponsor	28	9.2	—
5. Twice a week	—	18.9	—

VIII. Has principal or sponsor veto power?

1. Yes	100%	96	93
2. No	0	4	7

IX. Is the action of student council taken back to home room for adoption or rejection?

1. Yes	80	70	—
2. No	20	30	—

X. Governing body deals with matters of:

1. General student interest	80	95	90
2. Discipline	20	46*	10

XI. Is there faculty control?

1. Yes	100	96	90
2. No	0	4	10

Possible Future of Student Government

There is no sure way of predicting the future of student government but one can see certain indications that would lead

* In Rugg's study it is apparent that many student governing bodies handle matters of general student interest and cases of discipline.

one to believe that student government will be used more in the future than it has been in the past. In concluding his study, Rugg made the following comment:

"This movement is of great promise. It reveals a sincere attempt in school procedure to make school life similar to adult life, to provide a varied program of activities like the activities of adults and to give pupils experiences to use them in life, and in opportunities inhering in student participation lies, in part, the hope of an improved American citizenship of the future."⁵⁸

Summary

1. Investigations show that less than 50% of high schools have student government.
2. Plans of student government as outlined by Hynes and Draper are all quite simple in organization.
3. Services rendered by student governing bodies are those of general student interest.
4. Educators seem to agree that democracy in the school is one of the chief objectives of student government.
5. Educators speak more definitely as to the value of student government than do the junior high principals of Kansas.
6. Investigations show that the chief objection to student government lies in the inability of the principal to "sell" it to the teachers and the students.

58. Rugg, op. cit., p. 138.

7. Student government often fails because too much is expected of it.
8. Terminology is not important.

Chapter VI

General Summary and Recommendations

It shall be the aim of this chapter to give a general summary of the findings of the questionnaire combined with a summary of the opinions of experts. Such recommendations as are obvious corollaries of these findings will also be made.

A. General Summary

1. About 50% of the junior high schools of Kansas have some type of student government.
2. The informal, the specific service, and the specific council types of student government are used more frequently by the Kansas junior high schools. These being simple types it is evident that the principals are keeping their student government plans very simple in organization.
3. Student government renders services of general interest to the student body. Disciplinary cases are handled in but a few instances.
4. There is general agreement as to the major objectives of student government. Good school citizenship, democracy in school, and the development of leadership seem to stand out above other objectives.
5. The junior high school principals of Kansas are not, as yet, convinced that student government is of definite value in school discipline. Educators do agree that it

has value for other purposes.

6. The administration of student government and the difficulty in securing teacher and student support seem to be the principle objections to student government.
7. The study shows that the authority in student government should be lodged with the students under faculty control.
8. This study shows the following as to details of plans in use in Kansas:
 - (a) Some type of written constitution is necessary.
 - (b) A student council is in charge of student affairs in many of the schools using student government.
 - (c) The home room is the principle basis for the election of members to the student council.
 - (d) Student officers are generally elected by the student body.
 - (e) High standing in scholarship and in citizenship are usually required of student officers.
 - (f) Student council meetings are held in most cases on a definite day each week.
 - (g) The principal or sponsor should have veto power over action of the student council.
 - (h) In many schools, the actions of the student council is taken back to the home room for adoption or rejection.
 - (i) The governing body deals with matters of general

school interest and little with school discipline.

- (j) Many schools have special standing committees for some school functions.
- (k) The governing body should be sponsored always.
- (l) The terms, "student government", "student self-government", "student participation in school government", and such names are confusing to many of the junior high school Principals of Kansas.
- (m) Little or nothing of the possible future of student government in Kansas was determined by the study.
- (n) The improvement of scholarship is not a primary aim in student government in Kansas

B. Recommendations

1. There should be a better understanding as to the meaning of student government.

One principal gave the following as an objection to student government: "Calling our organization student self-government when it is merely student participation in government". This idea was expressed by many of the principals in Kansas. Since authorities agree that absolute self-government does not exist, and since school men agree that it is not desirable or practical, then a better understanding of the meaning of student government would do much to clarify

discussion on the subject. Should the meaning be clarified, there is little doubt that more schools would use student government.

2. The objectives of student government should be clarified and more clearly stated.

In answering the questionnaire, the junior high school principals of Kansas gave forty-nine objectives for student government. Although stated differently many of these objectives have the same meaning. Could these objectives be clarified and restated, it would do much to extend the use of student government.

3. The junior high school principals of Kansas might well extend the services of student government to include more activities. This would make their plans of student government real rather than student government in name.

The returns to the questionnaire show that a large majority of the schools use the Informal Type and the Special Service Type of student government. It will be noted that in these two types the students are either called upon to do certain tasks or assigned certain tasks. Could the students be delegated certain fields of activity in which, under constant supervision, they could exercise initiative, much would be done toward making student government real to the students.

4. Many principals should learn that student government does not require the giving up of any of their authority.

Since student government does not necessarily deal with cases of discipline, since student government is always sponsored, and since student government deals with problems of general student interest, there is no reason for the principal to give up any of his authority.

5. A better understanding of the proper relationship between the student council and the principal is needed.

If the principal is fully aware of the fact that the student council is a representative body set up to work with him in directing student activities and student opinion, over which he has full veto power, then it should be evident that the student council is an aid to administration rather than a stumbling block in its way.

Appendix A

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Appendix B

The following Junior High Schools in Kansas sent answers to the questionnaire:

- | | |
|-------------------|-------------------------|
| 1. Arkansas City | 20. Larned * |
| 2. Augusta | 21. Lawrence |
| 3. Baxter Springs | 22. Leavenworth |
| 4. Coffeyville | 23. Liberal |
| 5. Columbus | 24. Lyons |
| 6. Concordia | 25. Manhattan |
| 7. Dodge City | 26. McPherson |
| 8. Emporia* | 27. Newton |
| 9. Fort Scott | 28. Norton |
| 10. Fredonia | 29. Osborne |
| 11. Frontenac | 30. Attawa |
| 12. Garden City | 31. Pittsburg |
| 13. Goodland | 32. Parsons |
| 14. Haisington* | 33. Pratt |
| 15. Halton | 34. Salina (2 schools) |
| 16. Horton | 35. Topeka (3 schools) |
| 17. Independence | 36. Wellington |
| 18. Junction City | 37. Wichita (3 schools) |
| 19. Kingman | |

* Schools visited

Appendix C

Questionnaire Used

Student Self-Government in the Junior High Schools of Kansas,
Questionnaire sent out by Ralph W. Hogan, Junior High School,
Great Bend, Kansas

Official Answering.

<u>E. R. Steves</u>	<u>Principal</u>
Name	Title
<u></u>	<u></u>
School	City

1. Do you use any of these plans of student government in your school? If so, please check the ones used.
 - A. Informal type (pupils are called upon to aid in a special program, do particular tasks around the school, act as traffic officers, cooperate with the principal in discipline, etc.)
 - B. Specific service type: (Assigning a specific service to pupils but under a condition that confines their activities to that specific field. Thus certain ones will have charge of study halls, others of lunch rooms, others of traffic, etc.).
 - C. Specific council type: (In this form the council represents the whole school body and is concerned with the entire range of student interests, though the officers of the council may be chosen in different ways.)
 - D. Complete council type: (Here the authority of the student body is not vested in one, but in two or more, central organizations. It may be made up of an Executive Council and Representative Assembly, a Senate and House, sometimes a small Advisory Board.)
 - E. The School City Type: (With Mayor and Council, or Council and City Manager; and sometimes employing standing committees with specific tasks.)
 - F. Any other type of student government.
2. What are the services your Student Self-Governing body renders to the school?
 - A.
 - B.
 - C.

- D.
- E.
- F.
- G.
- H.

3. What do you believe to be the objectives of Student Self-Government?

- A.
- B.
- C.
- D.
- E.

4. Underline the one which you believe should have the most power in any plan of Student Self-Government.

(a) Students (b) Teacher (c) Principal (d) Students under direction of teachers and principal.

5. Objections to Student Self-Government.

Underline the one which you believe to be most legitimate.

- A. Too much control by pupils.
- B. Too little control by pupils.
- C. Teaching staff not in sympathy with plan.
- D. Plan difficult to manage.
- E. Pupils not back of plan.
- F.

(other objections)

G.

H.

6. Case Study.

- A. Outline briefly a case where a student self-governing body helped with school discipline.

7. If possible please send outline of your student self-governing plan.

8. Other remarks.

Appendix D

Great Bend, Kansas
April 21, 1931

Dear busy Principal or Superintendent:

Another questionnaire. I am using the answers obtained for the foundation of my Master's Thesis.

The subject is, "Student Self-Government in the Junior High Schools of Kansas". In this thesis student self-government shall be taken to include any activities in which students take part which help them to create the right attitude toward the principal, the teachers, and fellow pupils, and which train in good school citizenship.

As public opinion is one of the big motive forces in any school, student self-government will also include any activity on the part of students which tends to create wholesome and healthy public opinion among the students. A copy of the summary will be sent you.

I thank you in advance.

Very truly yours,

Ralph W. Hogan